

# 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 School            |
| Number of pupils in school  | 459  |
| Proportion (%) of pupil premium eligible pupils   | 17%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023/2024<br>2024/2025<br>2025/2026        |
| Date this statement was published   | December 2023                              |
| Date on which it will be reviewed   | December 2024                              |
| Statement authorised by   | Vicki Foy (Headteacher)                    |
| Pupil premium lead  | Michelle Butler<br>(Assistant Headteacher) |
| Governor / Trustee lead   | Sam Wardleworth                            |

## Funding overview

| Detail  |          |
|---|----------|
| Pupil premium funding allocation this academic year   | £104,760 |
| Recovery premium funding allocation this academic year  | £10,440  |
| Pupil premium funding carried forward from previous years   | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £115,200 |

# 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
- 1:1 maths tutoring in UKS2
- 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                | Emotional health and wellbeing  |
| 2                | Lack of reading opportunities at home and reading for pleasure                              |
| 3                | Poor parental engagement with school life   |
| 4                | Attendance and punctuality  |
| 5                | Children's attainment is consistent with targets based on previous key stage attainment     |
| 6                | Speech, language and communication needs  |
| 7                | Lack of understanding of mathematical concepts  |
| 8                | Children need to know more and remember more  |
| 9                | Reluctant writers are struggling to apply appropriate age-related features in their writing |

## 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> |

|   |  |
|---|--|
|   | Wellbeing champions are trained and well placed to support peers and direct them to help needed.   |
| 2.Children are confident, fluent readers  | Children read regularly outside of school.<br>Children talk confidently about texts they enjoy.<br>Children read with fluency and understanding.<br>Children use the texts they have read in school to support and enhance their curriculum knowledge.   |
| 3.Parents engage with their child's learning  | Parents attend parents' evenings, meet the teacher and year group specific events.<br>Children read regularly at home.<br>Children engage with homework e.g. TTRS, spellings and half termly projects.   |
| 4.Whole school attendance is in line with the national average.   | Attendance of disadvantaged children is in line with their peers.<br>Number of persistently absent children in school is reduced.  |
| 5.Children make progress in line with their prior key stage attainment.   | Children make accelerated progress.<br>Children's attainment is in line with or above previous key stage.<br>Children achieve their full potential.  |
| 6.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.<br>Whole class teaching and EYFS provision offers children opportunities to develop their speech and language.<br>Children receive specialist support and interventions in order to aid their development.<br>Children are able to communicate their needs, access their learning and socialise appropriately with their peers. |
| 7.Children understand and apply different mathematical concepts in maths and across the curriculum.                 | Staff are confident with a range of different strategies to support and develop children's mathematical understanding<br>Children use concrete and pictorial resources to support and demonstrate their mathematical understanding<br>Children understand and use age related mathematical concepts<br>Children use their mathematical understanding to solve a range of problems                  |
| 8.Children apply their previous learning in order to help them know more and remember more.                         | Children make links between their current and previous learning.<br>Children know key facts from their learning.<br>Children apply their learning across the curriculum.   |
| 9.Children are confident writers and apply appropriate age-related features in a range of different writing genres. | Staff confidently plan engaging units of work with a clear reading to writing sequence<br>Children use appropriate grammar and punctuation in their writing<br>Children write for a range of different purposes  |

## 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: £37,456

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| EYFS and KS1 phonics CPD £400   | EEF Guide – strategy 1<br><br>Previous impact of training from external provider.  | 2,5                           |
| KB – phonics and reading coaching for new staff in EYFS and KS1<br>1 hour weekly<br>£2,500  | EEF Guide – strategy 1<br><br>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 & EG coaching, mentoring and induction tutor of ECT<br>1 hour weekly (per mentor)<br>£6,494                            | EEF Guide – strategy 1<br><br>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<br>½ day weekly (per leader)<br>£2,535 | EEF Guide – strategy 1<br><br>Previous impact of AM and MB working as mentors for staff in school.   | All                           |
| MB – resilience CPD training<br><br>1 full day<br>£389  | EEF Guide – strategy 1<br>Previous impact of training from this external provider and impact of MB delivering wellbeing and mental health training to staff in school.                               | 1                             |
| AM, MB, NC, SC - Safer recruitment training<br>4 full days<br>£280  | EEF Guide – strategy 1<br>Training will ensure that recruitment and retention procedures in school ensure the best staff possible to support high quality teaching and learning.                     | All                           |

|  |  |                      |
|--|--|----------------------|
| <p>Whole staff CPD – reading, writing and maths. Internal training supported by VF (10 days) and led by AC (10 days), CB (10 days), KB (10 days), ZC (10 days)</p> <p>£15,600</p>              | <p>EEF Guide – strategy 1</p> <p>Pervious impact of internal training and support from VF and subject leaders.</p>                                       | <p>2,5,7,8,9</p>     |
| <p>Teachers opportunities to observe best practise across school</p> <p>½ day cover per week</p> <p>£3,900</p>   | <p>EEF Guide – strategy 1</p> <p>Previous impact of peer support and observations.</p>   | <p>1,2,5,6,7,8,9</p> |
| <p>Louise Baker</p> <p>Talk for writing training (all staff)</p> <p>2x twilights</p> <p>Unit planning training/support with new staff and staff new to specific year groups.</p> <p>£2,477</p> | <p>EEF guide strategy 1</p> <p>Previous impact of consultants support in school.</p>   | <p>2,5,9</p>         |
| <p>ELKLAN training for EYFS staff</p> <p>£600</p>  | <p>EEF guide strategy 1</p> <p>Impact from previous training on current staff.</p>   | <p>6</p>             |
| <p>Reading training and improvement of reading texts available in school</p> <p>£2,281</p>   | <p>EEF guide strategy 1</p> <p>Feedback from literacy consultant supporting school.</p>  | <p>2,5</p>           |
| <p>Staff training on the use of manipulatives to support mathematical understanding</p> <p>Training (see cost above)</p> <p>Resources – cost TBC</p>   | <p>EEF guide strategy 1</p> <p>Feedback from staff around the impact of headteacher and maths lead coaching and training in previous academic years.</p> | <p>5,7</p>           |

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

Budgeted cost: £74,997

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Maths Tutor<br>8 hrs/week<br>£10,080  | EEF Guide – strategy 2<br><br>Maths tutoring.<br>1:1 and 1:3 tuition for children deemed to be vulnerable and disadvantaged.<br>Years 5&6   | 5,7,8                         |
| Lexia reading intervention<br>£2,070  | EEF Guide – strategy 2<br><br>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<br>£200  | EEF Guide – strategy 2<br>TTRS has show previous impact on the progress and engagement of children with times tables.<br><br>Numbots intervention used by SENDCo with proven impact.  | 5,7                           |
| LC (70%) & CS (30%) – 1:1 and small group reading and phonics support<br>£27,000  | EEF Guide – strategy 2<br><br>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.<br>JR – Year 6<br>IR/MA – Year 3 & 5<br>£31,747  | EEF Guide – strategy 2<br><br>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. | All                           |
| SB working across school to support specific strategies for speech, language and communication.<br><br>4hrs x week £3,900 | EEF Guide – strategy 2<br><br>Long waiting lists on LEA speech and language support.  | 5,6                           |

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

Budgeted cost: £48,310

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>JT 1:1 and small group support for specific children. Parental support for specific families.</p> <p>£9,200 (2.5 days x wk)</p>  | <p>EEF Guide – strategy 2 &amp; 3</p> <p>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.</p>  | 1,3,4                         |
| <p>CB 10 x hrs per week at forest school</p> <p>£7,500</p>  | <p>EEF Guide – strategy 2 &amp; 3</p> <p>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.</p>  | 1,5                           |
| <p>Wellbeing focus in whole school curriculum.</p> <p>MB time each week</p> <p>£5,000</p>   | <p>EEF Guide – strategy 3</p> <p>Since 2020 the impact of our new wellbeing curriculum was evidenced from parent and pupil feedback.</p> <p>.</p>  | 1,4                           |
| <p>Attendance at breakfast, after school &amp; holiday club.</p> <p>£3,000</p>  | <p>EEF Guide – strategy 3</p> <p>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.</p>   | All                           |
| <p>Funding for enrichment and extra-curricular activities.</p> <p>£5,000</p> <p>Funding for Robinwood</p> <p>£5,000</p> <p>Funding for Castleshaw residential</p> <p>£2,000</p> | <p>EEF Guide – strategy 3</p> <p>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.</p> | 1,2,4,5                       |



|  |  |         |
|--|--|---------|
| Wider range of extra-curricular clubs provided for children in Years 1-6<br><br>Staff TOIL £3,000  | EEF Guide – strategy 3<br>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<br>TH salary 1.5hr per day<br>£900  | EEF Guide – strategy 3<br>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.<br>AM salary 1.5 hr per week<br>£3,800 | EEF Guide – strategy 3<br>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<br><br>4 days<br><br>£400   | EEF Guide – strategy 3<br><br>Impact of previous support from JT.<br>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<br><br>Thrive programme<br>Years 4-6<br>Winter Wonderland experience<br>1:1 mentoring<br>£800                       | EEF Guide – strategy 3<br><br>Impact of previous CITC workshops to support wellbeing and mental health.  | 1       |
| Spider app<br>Parental communication tool<br>£550  | EEF Guide – strategy 3<br><br>Feedback from other schools around improved parental communication methods.  | 3       |
| AM & MB<br>Parent focus group sessions<br><br>3 days per year<br>£2,160  | EEF Guide – strategy 3<br><br>Feedback from previous parent groups and impact in other schools.  | 3       |

**Total budgeted cost: £160,763**

## 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 2023 to 2024 academic year.

**Emotional health and wellbeing**

**Lack of reading opportunities at home and reading for pleasure**

**Poor parental engagement with school life**

**Attendance and punctuality**

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

**Speech, language and communication needs**

**Lack of understanding of mathematical concepts**

**Children need to know more and remember more**

**Reluctant writers are struggling to apply appropriate age-related features in their writing**

## 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 |
|-----------|----------|
|           |          |
|           |          |