

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, SD – 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

Children need to know more and remember more

Lack of reading opportunities at home and reading for pleasure

Poor parental engagement with school life

Attendance and punctuality

Low uptake of extra-curricular enrichment opportunities.

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

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