

## 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	437
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> )	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
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	£72,630
Recovery premium funding allocation this academic year	£7,830
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	£80,460

# 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 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)

## 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 learning journals Parents support children to access home/remote learning during any periods of self-isolation.
Whole school attendance is in line with the national average. <i>(Focus in year 2 of current strategy)</i>	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.

## 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: £ 3,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Know more and remember more' staff CPD - September Insert - Clive Davies twilight. (£400)	EEF Guide – strategy 1  Previous training from this external provider has had positive impact on teaching and learning. Whole school INSET ensures that all staff are aware of expectations and supports consistency across school.	2,7
Year 3 phonics CPD (£400)	EEF Guide – strategy 1  Previous impact of training from external provider. Due to the Covid-19 pandemic children have had disrupted teaching since March 2019 and need further support to secure their phonics understanding. This will ensure that children's reading and spelling progress is not impacted in the future.	2,3,7
KB – phonics coaching for new staff in EYFS and KS1. (£2,500)	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.	2,3,7

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

Budgeted cost: £60,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
5% of academic mentor (+ on costs) £5,000	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
£2,415 (approx.) <i>Additional cost to follow after evaluation</i>	EEF Guide – strategy 2  Reading tutoring – Lightning Squad. 1:3 reading tutoring Years 1-5	3,7
Third space (£1,800 plus TA support £1,170) <i>Autumn term</i>	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
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
LE & JG – fast track phonics £1,000 <i>(Autumn term)</i>	EEF Guide – strategy 2  This phonics intervention has been used in school for 3 years and has had proven impact on the progress of lower attaining pupils, supporting them to close the gap with peers.	2,3,7
CB – extra teacher support in Year 6 - Autumn 1 £7,523	EEF Guide – strategy 2  The current year 6 cohort have a high % of PPG children (28%) and have had 18 months of disrupted learning due to the Covid-19 pandemic.  Additional teacher 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	1,2,7

	emotional wellbeing. This will ensure that they are prepared for the high school transition.	
Additional TA support. JG, GT, LC, JW – am support in EYFS and KS1 £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 last 18 months is reduced.	1,2,7

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

Budgeted cost: £ 22,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
JT and LS 1:1 support £2,600 (4 hrs x wk) £2,266 (1hr x wk)	EEF Guide – strategy 2 & 3 Trained, specialist mental health lead and TA both have 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 £2,444)	EEF Guide – strategy 3 In 2020/2021 the impact of our new wellbeing curriculum was evidenced from parent and pupil feedback. This will be developed further this year through SLT leadership of wellbeing, weekly assemblies, regular in class SHAPE sessions and learning shared with families via the Seesaw platform.	1,5
Adult mental health first aid training. (£500)	EEF Guide – strategy 1 Having trained adults in school who can offer specific support for staff and parent wellbeing will ensure that the whole school environment is one, where	1

	all members of the community can thrive.	
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. £2,000  Funding for Robinwood £2,550	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
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: £86,015**



## 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 2020 to 2021 academic year.

#### **Emotional health and wellbeing**

Through daily SHAPE activities and weekly PSHE lessons (SCARF curriculum) children have begun to develop the strategies and confidence to talk about their feelings and seek support when needed. Through the PPG pupil voice questionnaire, it was clearly evident that children feel happy and safe in school each day. Where needed children are provided with 1:1 or small group support from the mental health team in school, to deal with challenging emotions and behaviours. In most cases these children have experienced trauma or challenging home situations which have led to these additional mental health/wellbeing struggles. This will continue to be a whole school priority in 2022/23 through the appointment of a new Personal Development team in school and changes to the mental health leads timetable to make more 1:1 sessions available.

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

Rigorous staff training, support and monitoring has ensured that children and staff are now more secure with revisiting and revising previous learning. Drip feeding at the start of lessons has begun to ensure that children revisit prior skills and knowledge and feel more confident when explaining their learning. The use of the whole school acronym ROCKS (remembering our curriculum knowledge and skills) has begun to be embedded across the curriculum. This will continue to be a whole school priority and developed further in 2022/23, through the appointment of a temporary TLR for AFL and further staff support.

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

Through quality first teaching, high quality class novels/English texts and specific interventions, children have been exposed to regular opportunities to develop both their technical skills and their love of reading. A range of new home reading texts, class libraries and the use of Bug Club have begun to ensure that children have access to a wide range of different genres and reading which links to their curriculum topics. New whole class texts and further support from a literacy consultant will support further development in the next academic year. Parent meetings and workshops, both online and in person, have supported families to understand the importance of reading and how they can develop this in their homes. This will be further developed in 2022/23 through the reintroduction of regular reading mornings in KS1 and a wider range of parent workshops.

#### **Poor parental engagement with school life**

Attendance at parent evenings was over higher than in previous years, with meetings taking place both over the phone and back in school once restrictions allowed. Additional workshops

were put in place for families to receive support and have a better understanding of their child's learning. These workshops included e-safety, maths and phonics. Families supported their children to read regularly at home, with many children achieving awards for 100 reads. We aim to continue to develop parent links through a range of family events/evenings, meet the teacher sessions, open door evenings to look at children's work and a wider range of parent workshops.

**Attendance and punctuality**

Due to the continued impact of Covid-19, especially in the first term of 2021/22, it has been challenging to accurately monitor and challenge the attendance of all groups of children in school. We have used this year to embed systems in the school office, alongside the Deputy Headteacher, to monitor persistent absenteeism and support families where there is a struggle to get their children into school regularly.

**Low uptake of extra-curricular enrichment opportunities.**

PPG children have been given priority to attend in school clubs where a request was made. From our pupil voice survey and registers taken, an increased number of PPG children attended at least one extra curricular club in school. Many also now attend clubs outside of the school day which have started as a result of clubs in school. This includes, dance, running and football. We will further develop the enrichment and extra curriculum opportunities for PPG children in 2022/23 through the implementation of the Personal Development team which will ensure a wider range of clubs and enrichment activities will be available. We will also support families to allow more children to attend these clubs through the offer of childcare for siblings where needed.

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

Year 1 phonics results in June showed that a higher percentage of PPG children passed the end of Year 1 screening check. 91% of PPG children achieved the expected standard, compared to 86% of non PPG peers. End of key stage data also showed that in KS1 PPG children performed better than their peers in reading and maths with an average scaled score or 107.3 compared with 105.9. Covid-19 has had a significant impact of the progress and attainment of some disadvantaged children, especially in KS2. Therefore this area will remain a focus for us in order to ensure that the results and closing of the attainment gap, seen in KS1, are replicated in all year groups.

**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

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