

# 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	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 2024/2025 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	
Pupil premium lead	Michelle Butler (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> 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. Children talk confidently about texts they enjoy. Children read with fluency and understanding. 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. Children read regularly at home. 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. 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. Children's attainment is in line with or above previous key stage. 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. 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 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 Children use concrete and pictorial resources to support and demonstrate their mathematical understanding Children understand and use age related mathematical concepts 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. Children know key facts from their learning. 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 Children use appropriate grammar and punctuation in their writing 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  Previous impact of training from external provider.	2,5
KB – phonics and reading coaching for new staff in EYFS and KS1 1 hour weekly £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.	2,3,5,9
AM, KB, MB & EG coaching, mentoring and induction tutor of ECT 1 hour weekly (per mentor) £6,494	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) £2,535	EEF Guide – strategy 1  Previous impact of AM and MB working as mentors for staff in school.	All
MB – resilience CPD training  1 full day £389	EEF Guide – strategy 1 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 4 full days £280	EEF Guide – strategy 1 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 8 hrs/week £10,080	EEF Guide – strategy 2  Maths tutoring. 1:1 and 1:3 tuition for children deemed to be vulnerable and disadvantaged. Years 5&6	5,7,8
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
LC (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 IR/MA – Year 3 & 5 £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.	All
SB working across school to support specific strategies for speech, language and communication.  4hrs x week £3,900	EEF Guide – strategy 2  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



<p>Wider range of extra-curricular clubs provided for children in Years 1-6</p> <p>Staff TOIL £3,000</p>	<p>EEF Guide – strategy 3</p> <p>A wider range of clubs on offer will ensure that all children have the opportunity to access a club they would choose to attend.</p>	1,4
<p>TH daily attendance monitoring</p> <p>TH salary 1.5hr per day £900</p>	<p>EEF Guide – strategy 3</p> <p>Families are supported to get their children to school. In previous years this has been proven to improve the attendance of key children.</p>	4,5
<p>AM Attendance support for families and admin staff to ensure increased attendance for key children.</p> <p>AM salary 1.5 hr per week £3,800</p>	<p>EEF Guide – strategy 3</p> <p>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.</p>	4,5
<p>JT support parenting workshops</p> <p>4 days</p> <p>£400</p>	<p>EEF Guide – strategy 3</p> <p>Impact of previous support from JT.</p> <p>Families struggling with parenting skills at home need support to ensure they are supporting children’s development and attendance is in line with peers.</p>	1,2,3,4
<p>CITC support in school</p> <p>Thrive programme Years 4-6</p> <p>Winter Wonderland experience</p> <p>1:1 mentoring</p> <p>£800</p>	<p>EEF Guide – strategy 3</p> <p>Impact of previous CITC workshops to support wellbeing and mental health.</p>	1
<p>Spider app</p> <p>Parental communication tool</p> <p>£550</p>	<p>EEF Guide – strategy 3</p> <p>Feedback from other schools around improved parental communication methods.</p>	3
<p>AM &amp; MB</p> <p>Parent focus group sessions</p> <p>3 days per year</p> <p>£2,160</p>	<p>EEF Guide – strategy 3</p> <p>Feedback from previous parent groups and impact in other schools.</p>	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**

Emotional health and wellbeing was identified as a strength by Ofsted in April 2024 – *“Pupils flourish because of the care that they receive from staff at this warm and friendly school. They are celebrated as individuals. Pupils learn about what makes them unique. This makes them feel valued and happy.”* We continue to have a whole school focus on the importance of emotional health and wellbeing through weekly picture news assemblies; specific weekly PSHE lessons from nursery to Yr6 and weekly key stage assemblies with a clear coverage plan; children in school feel confident to share their thoughts and feelings, as evidenced through pupil interviews with Ofsted and are building strategies to continually improve their own mental health and wellbeing. The Pastoral Lead role in school has continued to adapt and change to meet the needs of children and continues to have a positive impact on the children needing additional, specialist support. 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. The recently appointed SENDCo and Pastoral Lead have continued to train and support staff to develop the strategies which they use to support children with SEMH needs. These strategies are carefully planned and implemented through new whole class and individual provision plans which are monitored and adapted termly by individual teacher and SLT. Resilience training delivered to the whole school team in the spring term supported staff to find ways to manage their own wellbeing and mental health strategies as well as identifying where support can be found if needed. The PD offer in school was identified as ‘Outstanding’ by the Ofsted inspection team in April 2024. The PD support in school has continued to be built on and improved by the implementation of wellbeing champions in KS2. This team of young leaders supported at break and lunch times across school and had a positive impact of relationship building for children who may have felt isolated at these key times in the day. These roles will continue to be reviewed and developed in 2024/25 to ensure the greatest possible impact on school life.

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

The progress made in raising the status of reading across school was acknowledged in our recent Ofsted inspection -

*“The school places reading at the forefront of the curriculum. Staff have chosen purposeful texts to help foster pupils’ love of reading and to give them experience of a range of different cultures and experiences. Pupils throughout the school read from high-quality texts. These books form the basis of learning in many subjects and help pupils to make links across their learning.”*

Staff in EYFS and KS1 have continued to be trained and supported by the experienced phonics lead and external Lancashire Red Rose phonics trainers to ensure that the foundations of phonics and the teaching of early reading are in place, especially with staff who are new to school/the key stage. This will continue in 2024/25 with 3 new staff in KS1 and EYFS.

Reading champions in school worked with the reading lead to be role models for ‘love of reading’ across school. These children led assemblies for the whole school and worked with the reading lead to plan ideas for World Book Day. Holding a book fair in school encouraged families to

come into school and have opportunities to purchase high quality books for their children, with staff on hand to advise on appropriate texts to support their child.

Reading and phonics leaders have worked with staff to ensure there are clear expectations for how reading will look in school, including independent, guided, shared and whole class. These expectations are now well established and are clearly linked by all teachers to the Reading Gems implemented in 2022/23.

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

As a result of parental feedback about too many different communication methods in school, we have reviewed and changed how we get messaged to families. School Spider – parental communication app – has been implemented and is now used as the single platform for all parental communication. Feedback so far has been positive from both staff and parents about the positive impact of this new platform. Feedback will continue to be taken from families about how we can continue to change and improve communication over the coming year. Attendance at parents' evenings and SEND review meetings has improved again with most families attending face to face meetings at least twice in the school year. Where parents did not attend staff have followed this up with a phone call to ensure that families are receiving feedback on their child's progress. Parental engagement with 'open mornings' was good and families enjoyed coming into school to share reading and writing opportunities with their children in class. We are reviewing these sessions and considering how we can continue to build on this over the coming year. EYFS family events each half term continued to be well attended and gave families regular opportunities to come into the classroom and interact with their child and staff in the setting. The number of children receiving 100, 200 and 300 reading awards and TTRS Rock Heroes badges for their efforts at home has continued to improve. We will continue to review and improve these awards in the coming year.

### **Attendance and punctuality**

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%. This year's 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%. Due to the current attendance % and the increase in unauthorised absences due to holidays in term time, this will remain a priority in 2024/25. This will include reviewing procedures for staff to collect children from their homes where there is persistent absence.

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

The % of disadvantaged children in EYFS who achieved the GLD was 60%. This figure was 7.3% above this same cohort across the Oldham borough but 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. However out of the 17 PPG children in this cohort 7 are also on the SEND register for support in school.

In KS2 the results for disadvantaged children we in line with or above disadvantaged children across Oldham but were, in some cases, significantly below their non-disadvantaged peers. In July 2024 the resulted for our Year 6 children were, **Reading:** PPG – 60% Non-PPG – 75.6% **Writing:** PPG – 60% Non-PPG – 77.8% **Maths:** 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 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

### **Speech, language and communication needs**

EYFS staff received speech sounds training and BLANK level training during the academic year 2023/24. Staff now use this learning to identify specific needs within their children, which in turn ensures that gaps in speech and language development are addressed and targeted support is put in place quickly. Colourful Semantics training has been completed with staff in EYFS and is successfully being implemented to support understanding of sentence structure and sentence development. Intensive interaction/attention autism training was rolled out to all staff from external trainers and has begun to have impact of identified children across school. Speech and language advisor supported small groups and had a positive impact while the LA waiting list was very high. This may no longer be needed in school moving forward.

Next steps – EYFS sign up to trial a new infant language link project. Colourful semantics training to be completed by all staff across school to support both speech and language and writing development.

### **Lack of understanding of mathematical concepts**

The maths leader and an experienced KS1 teacher attended external maths training on mastery strategies and how we can adapt and improve this in school. The maths leader also completed book scrutinies, learning walks and planning looks in order to monitor the delivery of maths across school. Specific feedback was given to staff and followed up as needed with further, bespoke support. Whole school training was delivered on the use of 'linking' learning and the use of concrete resources to support maths across school. As a result of this training and support staff are more confident with the planning and teaching of maths and are using a wider range of strategies to support and develop children's understanding. Children are now more confident with the use of concrete materials to support their understanding and are using them to help solve more complex problems. This improved progress for PPG children was evidenced in closing the gap between themselves and their peers from 18% in 2023 to 2 % in 2024.

Next steps – look into the purchase and use of Learning By Questions resources to support maths in UKS2.

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

As a result of whole school training from the head teacher, staff are much more aware of the need to link learning and have used the school ROCKS strategy to ensure that children are 'Remembering Our Curriculum, Knowledge and Skills'. This has been seen through planning and book monitoring which evidenced a much wider range of ROCKS activities across the curriculum. This development in teachers planning and children remembering key facts and applying it to their learning across the curriculum was also seen as a strength in the Ofsted inspection –

*"During lessons, teachers use well-established strategies to help pupils revisit previous learning and embed knowledge into their long-term memory."*

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

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. This will include external training for Y2/Y5/Y6, governor monitoring, external writing consultant visits to school to support writing lead with monitoring, whole school training with external consultant.

## 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