# Pupil premium strategy statement

## This statement details our school’s use of pupil premium 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

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| Detail | Data |
| School name | St John’s CE Primary School, Failsworth |
| Number of pupils in school | 269 |
| Proportion (%) of pupil premium eligible pupils | 31.2% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/22 to 2024/25 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Louise Bonter |
| Pupil premium lead | Louise Bonter |
| Governor / Trustee lead | Mike Power |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year (24/25) | £131,720 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £131,720 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * Our intention is that all pupils, irrespective of their background, or the challenges they face, make good progress and achieve high attainment across the curriculum. This will include encouraging and providing a high quality and inclusive extra-curricular curriculum. * We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. * Our focus on quality first teaching, reinforced by school-wide and Trust-wide CPD aims to address closing the attainment gap, whilst also benefitting the non-disadvantaged pupils at our school. Our whole school approach will aim to ensure that all staff take responsibility for disadvantaged pupils’ outcomes and have a strong awareness of not only who those pupils are but also how our strategy is designed to support them and the role they play in implementing this strategy effectively. * Via diagnostic assessment we intend to respond to individual pupil needs, deliver consistent challenge to all pupils regardless of prior attainment and to provide relevant and specific intervention when appropriate.   To ensure they are effective we will:   * maintain that disadvantaged pupils are challenged in the work set * we will constantly review the progress of pupils and intervene in a timely manner * view any work with disadvantaged pupils as a whole school approach in which we all take responsibility for all pupil outcomes and raise aspirations and expectations of what they can achieve socially and academically * To achieve our objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching supported by academic interventions and wider-non-teaching strategies. Therefore, underpinning this 3-year plan is the development of high quality CPD aided by the recruitment/retention of high-quality teaching staff |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations and discussions with families and children indicate Early Years attainment of disadvantaged pupils is significantly below that of non-disadvantaged pupils. In 2023/24 academic year, 58.3% of disadvantaged pupils achieved GLD compared with 75% non-disadvantaged. Speech and language development has been identified as the greatest barrier to disadvantaged pupils’ attainment in Early Years. |
| 2 | Assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at KS1. 2023/24 end of key stage 1 assessments demonstrate that 58.4% of disadvantaged children achieved the expected standard in the reading, with 16.7% at the higher standard. For non-disadvantaged pupils the reading attainment was 78.5% with 21.4% at the higher standard. |
| 3 | Our attendance data shows that in 2023/4, that attendance among disadvantaged pupils was 92.2% and non-disadvantaged pupils was 95.3%. Persistent absenteeism for disadvantaged children was 27.5% whereas for non-disadvantaged PA was 12.4%. Evidence suggests that poor attendance is directly correlated with lower achievement over time. |
| 4 | Historically, within the school setting and demographic, parental engagement with learning has been very low compared with other primary school settings. Through observation and conversation, it has been identified that many parents have low aspirations and expectations of their children as learners. |
| 5 | Our observations and engagement with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their self-esteem and resilience. |

## 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.

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| Challenge Number | Intended outcome | Success criteria |
| 1 | Close GLD attainment gap between PP and non-PP children by end of Reception | * Year on year, assessments in Early Years show distinct improvement in achievement of pupil premium children at the end of Reception, compared with their outcomes previously. * In 2024/25, the aspiration is that 75% of disadvantaged pupils in Reception achieve GLD and are assessed as being ‘Year 1 ready’. This means disadvantaged pupils in Reception will be attaining in line with non-disadvantaged pupils and also with national attainment figures |
| 2 | Close attainment gap between PP and non-PP children in all year groups in reading and writing | * In 2024/25, the aspiration is that 85% of disadvantaged pupils will meet the Year 1 phonics screening standard, this will be in line with non-disadvantaged pupil attainment at St John’s * In 2024/25, the aspiration is that 75% of disadvantaged children in Year 2 achieve the expected standard in reading and writing; this will be in line with national attainment. * In 2024/25, the aspiration is that 80% of disadvantaged children in Year 6 will achieve the expected standard in reading and writing; this is in line with national standard. * In 2024/25 the aspiration is that reading and writing progress measures at the end of Key Stage 2 are positive figures (reading progress 2023 -0.2, writing -2.4) |
| 3 | Improve attendance of Pupil Premium children | * In 2024/25 the attendance of disadvantaged children will be in line with non-disadvantaged pupils and above the government threshold of 96% (2023/4 attendance among disadvantaged pupils was 92.2% Persistent absenteeism for disadvantaged children was 27.5%) |
| 4 | Increase parental engagement across school | * In 2024/25 100% of parents/carers will attend at least 1 parent consultation evening in the academic year. * In 2024/25 100% of parents/carers will attend nursery and reception transition meetings * In 2024/25 100% of parents/carers will engage with pre-school home visits by school staff * In 2024/25 90% of parents/carers will interface with SeeSaw learning platform or home-school journal |
| 5 | Improved mental-health and well-being of learners | Sustained high levels of well-being in 2024/25, demonstrated by:   * Qualitative data from student voice, student and parent surveys and staff observations will demonstrate increased happiness, well-being and mental health. * A reduction in well-being incidents within school as logged on CPOMS system. * A reduction in number of children receiving specific pastoral 1:1 care (15 children in 2023/4) * Reduction in number of children attending reflection session and Keep in Step restorative conversations. * Evidence of characteristics of learning positively utilised by children in classroom and playground setting; children demonstrating resilience, problem solving and a can-do attitude. |
| 6 | Pupil Premium children have opportunity to engage in wider range of extra-curricular activities | * In 2024/25 registers of wider extra-curricular and music tuition activities demonstrate an increased number of disadvantaged pupils engaging in and attending sessions 100% |

## 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: £ 28,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff Inset – Mental Health and Well-being (raising awareness and increasing staff confidence in identifying and addressing need) | It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning (1,2) as well as their physical and social health and their mental wellbeing in adulthood (3,4,5).  1. Durlak JA and others. ‘The impact of enhancing students’ social and emotional learning: A meta‐analysis of school‐based universal interventions’ Child development 2011: Volume 82, issue 1, pages 405-432  2. Public Health England. ‘The link between pupil health and wellbeing and attainment’ 2014. (viewed 14 July 2021).  3. Department of Health. ‘Annual report of the chief medical officer: public mental health priorities: investing in the evidence’ 2013  4. NICE. ‘Social and emotional wellbeing in primary education’ London: 2008 5. NICE. ‘Social and emotional wellbeing in secondary education’ London: 2009 | 1,2,5 |
| Teacher release time for pupil progress meetings; identifying gaps, planning learning interventions, strategies and collaborative learning approaches | Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.  Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities.  Tasks and activities need to be designed carefully so that working together is effective and efficient, otherwise some pupils may struggle to participate or try to work on their own. It is important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully. | 1,2,5 |
| Teacher release time for subject leadership development – developing a coherent, collaborative learning programme throughout school | 1,2,5 |
| Teacher release time for pupil review meetings, child in need meetings, health visitors and school nurse | Children are more likely to flourish in academic situations if they are being supported in wider context.  Teachers and teaching assistants are better able to support pupils if they understand wider context of child’s life and experiences. | 1,2 |
| X3 staff member Team Teach training and cover for staff to attend | Team Teach training helps attendees reduce stress, increase security in classroom and boost staff morale in workplace.  It has been proven to:   * Promote least intrusive handling strategies * Teach how to exhaust verbal and non-verbal de-escalation strategies before positive handling used * Reduce number of serious incidents involving physical controls | 2,5 |
| Headteacher Trauma training | Trauma has been shown to diminish concentration, memory and the organisational and language abilities that children need to succeed in school.  Trauma training helps staff to support children and thus improve academic performance, manage inappropriate behaviour and form positive relationships. | 5 |
| Welcomm Speech and Language training x5 staff members and participation in LA assessment procedures. | Neli is a programme for 4-5 year olds which has been found to improve children’s language and early literacy skills; robust evaluations found Neli children made on average 3 months of additional progress in language. | 1,2 |
| Support and mentoring for ECT in line with ECF – including moderation activities and phonics screening. | Accurate assessments by teachers will more aptly show and reflect children’s progress, in relation to local and national statistics as well as individual child’s starting point.  Working with Early Years colleagues will allow opportunity for staff to share good practice across schools and settings. | 1,2 |
| Phonics training for all staff | EEF phonics evidence:  Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. | 1,2 |

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

Budgeted cost: £55,700

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TA for 10 hours per week, supporting children in EYFS with speech, reading and early writing | EEF Oral Language Interventions evidence:  On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.  It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum.  Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development. | 1,2 |
| TA time for FTT/Fresh Start in phonics – identified pupils and intervention taking place. | 1,2,5 |
| Small group speech and language groups delivering Welcomm and Elklan in Nursery and Reception | 1,2,5 |
| Additional daily phonics sessions for all classes Nursery to Year 4 – TA led | EEF Phonics Evidence:  The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.  Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. | 1,2,5 |
| Year 3 and Year 4 daily phonic intervention TA led | 1,2,5 |
| *Year 3,4,5 and 6 additional 1:1 reading* | EEF Reading Comprehension Strategies:  Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. | 1,2,5 |
| *Same Day Intervention drop-in support group* | EEF Homework findings:  Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.  Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). | 2,5,6 |

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

Budgeted cost: £48,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Daily emotional register | Barriers to learning identified can be addressed an acted upon immediately.  Children feel safe and valued in environment.  Children have an opportunity to articulate and express how they are feeling; the more often they do this, the better they will become at doing so effectively. | 5 |
| Pastoral worker lead on parent meetings 1:1 and small group | EEF Parental Engagement Evidence:  Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.  Consider how to tailor school communications to encourage positive dialogue about learning. | 4 |
| 1:1 parental mediation | 4,5 |
| Lunchtime behaviour and well-being 1:1 Coaching support and small group | EEF Behaviour Interventions evidence:  Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.  There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal (Keep in Step is a restorative, self-regulatory behaviour management) | 5,6 |
| Weekly ukulele lesson with Shaw music centre – year 3 and ¾ £3420 | EEF Arts participation evidence:  Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.  Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. | 3,5,6 |
| Pupil premium children x2 per class per term opportunity to play musical instrument of choice £2280 | 2,3,5,6 |
| Transport to support trips and educational visits throughout the year £3000 | EEF Outdoor adventure learning evidence:  Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.  Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.  EEF Physical Activity evidence:  There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. | 3,5,6 |
| Year 6 Robinwood residential for Year 6 pupil premium children £1200 | 3,5,6 |
| Pupil premium contributions to any other school trips £1000 | 3,5,6 |
| Year 6 end of year various workshops funded for pupil premium children £1000 | 3,5,6 |
|  | 3,5,6 |
| Pupil premium contributions to Christmas panto £800 | Children from disadvantaged backgrounds will experience an example of festive British culture | 3,5,6 |
| Attendance support from Local Authority £2000 | DfE research evidence:  Pupils with no absence are 1.3 times more likely to achieve age related expectations or above at KS2  Pupils with absence over 50%, only 3% manage to achieve 5 or more GCSE’s, including maths and English  Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years | 3 |
| Attendance support and health and well-being member of staff £1200 | 1,2,3,5 |
| Vulnerable family home visits | 3,4,5 |
| 1:1 home pre-school home visits by teacher and TA (cover required) | 3,4,5 |
| Incidental, spontaneous support – responding to individual need and circumstance £4000 |  | 3,4,5,6 |

**Total budgeted cost: £131,720**

# 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.

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| We have analysed the performance of our school’s disadvantaged pupils during the 2023/24 academic year using key stage 1 and key stage 2 performance data and our own internal assessments.   |  |  |  | | --- | --- | --- | | **Action** | **Intended outcome** | **Evaluation** | | Improve literacy and maths skills and vocabulary (technical – subject specific) of PP children. | Narrow the attainment gap between PP and non-PP pupils in all published outcomes GLD, phonics, KS1 and KS2 | Learning walks and book checks indicate that majority of teaching is consistently good. \*Refer to table below. | | Narrow attendance gap between non-PPG and PPG pupils |  | Attendance of PP pupils was monitored extensively with home-visits taking place where necessary. This ensured that school was fully aware of contexts for our vulnerable pupils. Attendance remains a priority area for the school. | | Increase PP parental engagement with school | Reduce gap in attendance at events such as parents evening between PP and non-PP parents. | |  |  |  | | --- | --- | --- | |  | **22-23** | **23-24** | | **PP** | 79% | 83% | | **Non-PP** | 86% | 88% | |  Disadvantaged pupil performance overview for last academic year (2022-24) *\*Teacher Assessment 2021*  |  |  |  |  | | --- | --- | --- | --- | | **Combined RWM Measure** | **2022** | **2023** | **2024** | | Meeting expected standard at KS2 | 12% | 31% | 62% | | Achieving high standard at KS2 | 0% | 0% | 0% | | Meeting expected standard at KS1 | 8.3% | 27% | 58.3% | | Achieving high standard at KS1 | 0% | 0% | 0% |  Non-disadvantaged pupil performance overview for last academic year (2022-24) *\*Teacher Assessment 2021*  |  |  |  |  | | --- | --- | --- | --- | | **Combined RWM Measure** | **2022** | **2023** | **2024** | | Meeting expected standard at KS2 | 26.1% | 56% | 74% | | Achieving high standard at KS2 | 0% | 4% | 5% | | Meeting expected standard at KS1 | 30% | 54% | 64.3% | | Achieving high standard at KS1 | 0% | 0% | 14.3% |  |  |  |  |  | | --- | --- | --- | --- | | **Disadvantage Gap** | **2022** | **2023** | **2024** | | Meeting expected standard at KS2 | 14.1 | 25 | 12 | | Achieving high standard at KS2 | 0 | 4 | 5 | | Meeting expected standard at KS1 | 21.7 | 27 | 6 | | Achieving high standard at KS1 | 0 | 0 | 14.3 | |

## Externally provided programmes

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| Programme | Provider |
| SeeSaw | SeeSaw |
| Number Sense |  |
| Spelling Shed | Ed Shed |
| Sum Dog |  |
| Oxford Owl | OUP |

## Service pupil premium funding (optional)

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

# Further information (optional)

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| School is currently investigating strategies to implement the National Tutoring Allocations by the DFE. This will be used to provide additional English and maths interventions, phonics and speaking and listening support to small groups of children or through a 1 to 1 focused approach. When planning our new strategy, we switched our model to a three year plan in order to give a longer-term approach to monitor progress, develop relationships and embed new strategies. We endeavour to support children’s attendance, support their emotional and mental well being as well as their educational development and to also enrich their lives with greater creative and cultural opportunities in line with those of non disadvantaged children. |