



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	25% (99)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	25 th November 2022
Date on which it will be reviewed	November 2024
Statement authorised by	Mrs C Dunne (Headteacher)
Pupil premium lead	Mrs C Dunne (Headteacher)
Governor / Trustee lead	Mrs M Schofield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,805 in the budget plan for 22/23 Based on £1385 per pupil and on the 93 pupils, which was our number at previous census (January 2022).
Recovery premium funding allocation this academic year	£13,195
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£1,979,747



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, regardless of their ability, home circumstance or advantage.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, have previously had 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 ambition is to remove any barriers for disadvantaged pupils, so that they can achieve across the curriculum. These barriers may include; poor attendance, lateness, parental mental health, family turbulence, limited access to opportunity and involvement with Children's Services.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support; reading, writing and mathematics. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Early identification of children at risk of falling behind across the curriculum is paramount, our aim is for early intervention to be put in place to bridge the gap in learning to prevent the gap widening. Interventions and educational provision is reviewed regularly and impact evaluated in detail so that support for groups and individuals can be changed or amended if progress is not evident.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted will demonstrate our ambition for every child to achieve and experience success. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and lateness of disadvantaged pupils is below that of non-disadvantaged pupils. The lost learning time negatively impacts upon the children's achievement and creates significant gaps in learning.</p> <p>2022-2023 attendance – All pupils 94.3% FSM6 Pupils 92.1% Persistent Absentee 17%</p> <p>2023 – 2024 attendance – All pupils 94.64% FSM6 Pupils 92.21% Persistent Absentee 14.8%</p>
2	<p>Under-developed oral language and vocabulary gaps among disadvantaged pupils (from EYFS to Y6) remain a concern, with the gap being most significant for those PPG pupils who were in EYFS and Y1 during the period of school closure due to the pandemic (current Y3 and Y2 children).</p>
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>Assessments (internal and external) of Reading, Writing and Maths for our PPG pupils indicate that their attainment is below that of their peers.</p> <p>Data from 2022, the year this statement was produced –</p> <p>All pupils achieving age related across Y1 to Y6 2021-22: Reading 67%, Writing 54% and Maths 71%</p> <p>PPG Pupils achieving age related across Y1 to Y6 2021-22: Reading 57%, Writing 41% and Maths 56.7%</p>
4	<p>Pupil data indicates that children's attainment has fallen below pre-pandemic levels, for those in receipt of PPG they have fallen the furthest. Children's learning and progress requires additional teaching, support and intervention to ensure that all children and particularly disadvantaged children are on track to achieve their potential</p>



	by the end of the phase. Staff are deployed to provide intervention outside of curriculum to identified children focused mainly on reading, writing and maths.
5	High levels of anxiety, mental health issues and pressures on families are always present but now more pronounced as a result of the school closure and reduction of available services. School continues to engage with and support parents and families through use of school-based Pastoral Officer and Early Help support. The school have also introduced a school wide programme, My Happy Mind, to support children with these issue.

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
Improve the attendance and lateness of disadvantaged pupils and reduce the number of persistent absentees (<90% attendance) across the school.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 1% the percentage of all pupils who are persistently absent being below 8%
Improved attainment in reading, writing and maths for disadvantaged children.	<p>Whole school internal data for Y1 to Y6 for disadvantaged pupils surpasses that of 2021-22 and will be at or above:</p> <p>Reading 63%</p> <p>Writing 51%</p> <p>Maths 63%</p> <p>The achievement of these pupils will continue to rise between 3 and 6% until sustained improvement can be demonstrated from 2024-25</p>
Improved attainment in writing for all pupils, particularly disadvantaged children.	<p>KS2 writing outcomes in 2022-23 show that more than 50% of disadvantaged pupils met the expected standard.</p> <p>From 2023-25, sustained improvement will be demonstrated.</p>
Improved language and communication skills across the school, particularly those of disadvantaged pupils.	<p>Assessments (WELLCOMM) and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons,</p>



	book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023-25 demonstrated by:</p> <ul style="list-style-type: none"> • pupil voice, student and parent surveys and teacher observations • data from My Happy Mind surveys from the previous 3 years • improved attendance and engagement in learning as evidence in pupil and staff feedback • a reduction in referrals to #Thrive, CAMHs and Early Help Services
Disadvantaged pupils to access a wide range of extra-curricular activities, experiential learning opportunities and educational trips to support their learning across the curriculum.	<p>Sustained high levels of wellbeing and engagement in school life from 2023-25 demonstrated by:</p> <ul style="list-style-type: none"> • Numbers of pupils accessing extra-curricular activities • Number of pupils attending educational visits and expert visitors • Pupil voice • Teacher feedback • Book scrutinies

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: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assess pupil progress and attainment using NTS assessments in Maths and PIRA assessments in Reading	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	3 and 4



(3 assessment points throughout year)	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Build on 'communication friendly' environment already established by following Blanks level questioning alongside Wellcomm intervention programmes to support communication development.	Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Purchase and train staff in Little Wandle phonics programme to support teaching of reading. This is supplemented by daily Guided Reading, home school reading and reading for pleasure initiatives.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3 and 4
Pastoral support is enhanced through implementation of My Happy Mind. Investment in resources and staff training has been committed to ensure its impact and effectiveness. A My Happy Mind Champion has been identified within the staff team.	Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5
Writing CPD: Assistant Headteacher released for one day a week.	High quality teaching is recognised as the most effective way to improve outcomes for all. EEF Guide to Pupil Premium	3 and 4
CPD programmes for teachers and for teaching assistants.	High quality teaching is recognised as the most effective way to improve outcomes for all. EEF Guide to Pupil Premium	3 and 4
Subject Leader release time	High quality teaching is recognised as the most effective way to improve outcomes for all. EEF Guide to Pupil Premium	3 and 4



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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm intervention programmes, Blanks level questioning sessions are used to target children whose language and communication skills fall behind their chronological age. SaLT and school staff deliver these programmes.	Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Maths Interventions: Third Space Learning White Rose Intervention	Evidence drawn from EEF: 1-1 Tuition Toolkit Strand Small Group Tuition Toolkit Strand	3 and 4
Writing Intervention: Assistant Head teacher released for one day a week. Part of this day is used for 1-1 writing support for individuals.	Evidence drawn from EEF: 1-1 Tuition Toolkit Strand	3 and 4
Range of targeted interventions: IDL, Beat Dyslexia, Talk About, Lego Club, WELLCOMM - including TA planning and delivery time	TA Support and Intervention	3 and 4
Pastoral Support Sessions - 1-1 sessions	EEF Social and Emotional Learning in Primary Schools Social and Emotional Learning in PS EEF Behaviour Interventions EEF Behaviour Interventions	5



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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Officer acting as attendance leader in school.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absenteeism. DfEs Improving School Attendance	1
Using DfE's Improving School Attendance advice, Staff training Staff release time	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absenteeism. DfEs Improving School Attendance	1
Enrichment opportunities	Aspiration Intervention	2, 3, 4 and 5
Access to before and after school club provision	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absenteeism. DfEs Improving School Attendance	1
Sports Leader extended hours	Aspiration Intervention	5

Total budgeted cost: £ 128,000



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track in the summer of 2019, the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. This then continued into the academic year 2021-22 due to the unprecedented levels of staff absence that the school experienced. Staff absence meant that a consistency in quality first teaching for some classes was difficult to establish, the class support through teaching assistants across the school was lessened and interventions were not delivered in the robust, rigorous and timely manner in which they are required to be in order to be effective.

Although overall attendance in 2021/22 was in line with national average and above Rochdale's average, it had still not returned to pre-pandemic levels. The school's persistent absenteeism data indicated that this remains high following the pandemic and is yet to improve. Disadvantage pupils are disproportionately represented within this category.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted by COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

2022 – 2023 End of Year Outcomes:

EYFS

Outcome – School 60% achieved GLD / Na 67.3% achieved GLD

PPG Pupils achieving GLD



Y1 Phonics

Achieved expected standard:

School 80%

National 78.3%

PPG Pupils (12 pupils) 75%

Y2 Phonics

School 98.2%

National 78.4%

PPG Pupils (8 pupils) 100%

KS1

All pupils	Reading School	Reading National	Writing School	Writing National	Maths School	Maths National
Exp %	67%	68%	70%	60%	63%	70%
GD %	14%	19%	9%	8%	11%	16%

PPG Pupils (8 pupils)	Reading	Writing	Maths
Exp %	50%	50%	38%
GD %	0%	0%	0%



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Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils



Further information (optional)

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