

# Pupil premium strategy statement 2023-2026

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St. Joseph's RC Primary School
Number of pupils in school	120 plus 4 Nursery
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers	2023-2026 (3 Year plan recommended)
Date this statement was published	October 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Michelle Scott
Pupil premium lead	Michelle Scott
Governor / Trustee lead	Jacquie Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024 to 2025)	£106,980
Recovery premium funding allocation this academic year	£4470.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Joseph's, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning, that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this strategy outlines how we will ensure it is spent to maximum effect. Through our funding we aim to meet our children's pastoral, social and academic needs in a nurturing environment.

Our goals for our pupils in receipt of pupil premium are:

**To make sure the well-being needs of our most disadvantaged pupils are met to ensure pupils make or exceed expected progress.**

At St. Joseph's we have a high proportion of pupils who need pastoral support on a daily and weekly basis. This area continues to be a whole school priority and takes place in many forms which will be highlighted in the strategy. Our children are accessing our sensory garden and forest community garden and various outdoor areas on our school grounds to support their well-being.

Our full time pastoral lead provides bespoke support with interventions such as Lego therapy and Early literacy support (ELSA) help to remove barriers sooner in the children's education. We have various groups at lunchtimes such as nurture and well-being warriors.

Lots of staff have had training on Lego therapy and this can be used to support pupils during transitions and when they arrive at school.

Our mental health champions continue to work across the key stages to support other pupils. We have also a working party of Anti-Bullying ambassadors who work closely with the other pupil leaders.

. Breakfast is provided for all pupils to help their transitions into school.

Interventions are planned for individuals and small groups throughout school. These are regularly monitored and assessed by the English and Maths leads to make sure children are making good progress. Pupil premium children are tracked using our assessment tracker: O-track and our SEND pupils are tracked using an online version of PIVATS.

In EYFS pupil premium pupils are baselined and assessed using the speech intervention Wellcomm and Early Talk Boost. This is led by our trained a teaching assistant who delivers our speech and language programme.

**To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of their peers in school across the curriculum.**

38 out of 75 of our pupils in receipt of pupil premium have an identified special educational need (51%). Two pupils are post LAC.

We strive for all of our pupils to make excellent progress and we believe this starts first and foremost with quality first teaching and through quality interventions 1-1 and in small groups.

Our current staff are trained to deliver research-based interventions and we aim to monitor the impact of these closely throughout the year.

In school we have identified children who need additional interventions and they will be monitored closely to see if they are having the desired impact. Pupil premium pupils are highlighted on daily reader lists; they are given a specific time in the day and their reading is listened to by an adult in their class.

Progress of pupils who have an additional SEND need will be tracked using the PIVATS tool in school.

**To ensure the attendance of our pupils in receipt of pupil premium is at least in line with their peers in school.**

At St. Joseph's the attendance of the pupils who are in receipt of pupil premium is currently slightly below than the attendance of non-pupil premium pupils. In our strategy we will continue to support parents and families and ensure they are receiving the support and access to the right agencies to support good attendance in school. This year we have revised our attendance strategy and have launched a new reward system where pupils can earn tokens to exchange for prizes. We have also liaised with our Attendance lead from the authority to discuss individual cases. Parents are invited to join in with parent workshops based on attendance, triple P parenting, maths and phonics workshops. Attendance information is displayed on the parent notice board, school website and Facebook page.

## Challenges

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

Challenge number	Detail of challenge
1 Pastoral	Pupils' emotional well-being, social and behavioural needs affect them being in a position to be able to make progress and their readiness to learn.
2 Outcomes	There are groups of pupils in receipt of pupil premium throughout the different classes who are significantly behind their peers. They have been identified for interventions in addition to quality first teaching.
3 Attendance	The attendance of pupils in receipt of pupil premium is currently in line with peers however a greater proportion of this group of pupils have a higher rate of being persistently absent.
4 SEND	51% of pupils in receipt of pupil premium have a SEND need, particularly in specific year groups, and require additional interventions.

## 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
<p>To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.</p> <p>EBSA delivered by trained member of staff to key pupils.</p>	<p>Close the gap between whole school attendance and pupils in receipt of pupil premium funding.</p> <p>Pupils receiving EBSA support will have improved attendance.</p>
<p>To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum by making sure high quality teaching is effectively in place, alongside targeted interventions.</p> <p>To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points. PIVATS to be used to measure progress.</p> <p>The curriculum will be adapted to meet the needs of our Autistic learners and pupils with communication and interaction difficulties in Keystage 2.</p> <p>SLT to discuss the outcomes of our PPG pupils in Pupil progress meetings.</p> <p>To use the schools assessment tracker: O'track to closely monitor PPG. To plan in research based interventions for targeted support.</p> <p>Staff to access further training opportunities around dysregulation.</p>	<p>Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</p> <p>Pupil Premium children are tracked closely to make sure they are making good progress.</p> <p>Autism Education Trust (AET) curriculum to be delivered successfully to Y4 and Y5 pupils for English and Maths. Pupils needs will be met.</p> <p>Staff will be able to plan next steps for pupils from the data.</p> <p>Staff will be more confident supporting pupils.</p>
<p>To ensure the well-being needs of all pupils in receipt of pupil premium funding are supported so that they can regulate and are ready for learning.</p>	<p>Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.</p>

	<p>Pupils can attend various groups to support their well-being.</p> <p>Each class has a worry monster that is checked daily.</p> <p>Ask it basket is used in every class for children to write down worries and questions. These are checked daily by TAs.</p> <p>The well-being warrior lunch time groups plan in sessions to support well-being. These are planned and delivered our young mental health champions and overseen by our pastoral lead.</p> <p>ELSA sessions led by Pastoral lead.</p> <p>Connections with the adult learning for learning opportunities for parents and pupils. This is organised and led by our Pastoral lead.</p> <p>Toddler group delivered in school to support the local community and build relationships with existing families and new perspective families.</p>
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## Activity in this academic year (2024 to 2025)

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: £78404

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve reading: All teaching staff to access and complete CPD Ruth Miskin early reading 1-1 tutoring with our Phonics Lead.</p> <p>To purchase books for use in Y2 and lower KS2 to close gaps in the sequential and development reading scheme.</p> <p>To purchase books with lower reading ages and high interest books for KS2 PP pupils with SEND</p> <p>To improve maths – Support from Maths Subject Leader in the implementation of Red Rose Maths planning in Y1-6</p> <p>Staff to attend NCETM Mastering Number training throughout the year to ensure high quality teaching in number.</p> <p>Consistent approach to the teaching of English across school using the new implemented Jane Considine approach. We are providing the children with more opportunities for independent writing after using a scaffolded model throughout a unit.</p> <p>Work alongside the English Hub to ensure high quality CPD, coaching and implementation of up to date approaches.</p>	<p>Ruth Miskin Literacy Inc.</p> <p>Ruth Miskin Literacy Inc. effects sustained, systemic change in districts and schools to teach every child to read and write regardless of background, language or needs. See below evidence of effectiveness of improved student outcomes from districts and schools. See EEF Toolkit: High Quality Teaching <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have, to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p>The Write Stuff, created by Jane Considine, is a system that will sharpen the teaching and learning of writing within your classroom. It is research informed and practically applies evidence into effective best bets for improving writing outcomes. See EEF report - Improving Literacy in Key Stage 1 and 2 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling</p>	<p>2</p>

<p>High quality Spelling teaching to be delivered in a multi-sensory way using the new spelling scheme from Twinkl.</p> <p>To ensure writing is taught consistently in Key stage 1 and 2- new planning model followed. The write stuff. This supports the EEF findings. Develop pupils' transcription and sentence construction skills through extensive practice.</p> <p>CPD and training in providing effective feedback</p> <p>Effective deployment of staff, Teaching Assistants and HLTA to support key children and year groups in High quality Maths and English lessons with teachers</p> <p>Create a language rich environment for our EYFS setting.</p> <p>To ensure children are given the best start in regards to early communication</p> <p>Staff will be taught to deliver Wellcomm in the setting and in provision. (SENCO to deliver training)</p> <p>KS1 leader to ensure that training is provided for KS1 staff in Shrec approach.</p>	<p>See EEF report  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1702364233">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1702364233</a></p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a>  )</p> <p>EEF Toolkit guidance:  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-evidence-informed-programmes-for-early-years-staff-finding-the-right-fit-for-your-setting">https://educationendowmentfoundation.org.uk/news/eef-blog-evidence-informed-programmes-for-early-years-staff-finding-the-right-fit-for-your-setting</a></p> <p>WellComm helps you to identify pre-school and primary school children who are experiencing barriers to speech and language development so that you can support them early in their education journey.</p> <p>The aim of <u>the ShREC approach</u> is to provide early years professionals with a simple and memorable set of specific evidence informed strategies that can be embedded into everyday practice.  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children">https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</a></p>	
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<p>Review current provision alongside the guidance 'Special Educational Needs in Mainstream' for the teaching of maths and English for SEND pupils including our Autistic learners.</p> <p>Staff to adapt their curriculum to meet the needs of everyone they teach.</p> <p>Regular CPD and monitoring by SEND Lead -ST and Headteacher MS</p> <p>AET Curriculum to be delivered to targeted Y3 to Y6 pupils for English and Maths (some PP children with SEND)</p>	<p>See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020</p> <p>Ensure all pupils have access to high quality teaching.</p> <p>Compliment high quality teaching with small group and one to one interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>In 2015 the Autism Education Trust (AET), with funding from the Department of Education, commissioned a research and development project with the aim of developing a Progression Framework specific to the needs of autistic children and young people.</p> <p><a href="https://www.autismeducationtrust.org.uk/sites/default/files/2021-09/Progression_Framework_accompanying_documents.pdf">https://www.autismeducationtrust.org.uk/sites/default/files/2021-09/Progression_Framework_accompanying_documents.pdf</a></p>	<p>1 2 4</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19872

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations:</p> <p>First Class at Number First Sense at Arithmetic</p> <p>In reading - Teaching Assistants to deliver 1-1 and small group tuition to</p>	<p>EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be</p>	<p>2 4</p>

<p>pupils to enhance phonics skills and reading to PPG pupils. This will be daily in some classes.</p>	<p>a powerful tool for supporting these pupils when they are used carefully.’</p> <p>EFF</p> <p>The EFF tested 1stclass@number, a programme delivered by teaching assistants which provides intensive support for pupils struggling with maths. We funded this project because it has been used by over 4,000 schools and a similar intervention, Numbers Count, has strong evidence of impact.</p>	
<p>Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, out-door learning.</p> <p>Children take part in rapid daily intervention (to address misconceptions) and pre-teaching of skills to support them in quality first teaching in Maths, Writing and Reading.</p> <p>IDL has been purchased in Autumn Term to support pupils with dyslexia and dyscalculia but is also being used as a whole school tool.</p>	<p>EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants</a></p> <p>‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.</p> <p>The IDL Literacy intervention software is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention, but can also be used effectively as a school wide literacy software solution.</p> <p><a href="https://idlsgroup.com/our-products/literacy/">https://idlsgroup.com/our-products/literacy/</a></p> <p>IDL Numeracy is a maths software resource that helps to improve the ability of low-attaining learners in mathematics. It includes a fully graded course to support the National Curriculum for KS1 (Key Stage 1) maths and KS2 (Key Stage 2) maths. The lessons in IDL Numeracy ensure inclusivity by reducing the stress those with <a href="#">dyscalculia</a> would ordinarily feel when faced with mathematical</p>	<p>1 2 4</p>

	<p>problems. After a few hours using IDL <a href="https://idlsgroup.com/our-products/numeracy/">Numeracy</a>, learners will find a familiarity with the lessons, and because the lesson mechanics remain the same, they gain the confidence they need to tackle problems, even those they have never encountered before.</p> <p><a href="https://idlsgroup.com/our-products/numeracy/">https://idlsgroup.com/our-products/numeracy/</a></p>	
<p>Analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Headteacher, pupil premium lead and SENCO</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions</p>	<p>EEF Toolkit guidance:</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains so assessment needs to ongoing, but manageable.’</p>	<p>2 4</p>
<p>Staff in the EYFS to keep up to date with language developments to support our setting and current cohort of pupils using the ShREC approach.</p> <p>Teaching Assistant to deliver the intervention three times per week.</p> <p>Early talk boost led by TA who has been trained in early talk</p> <p>Talk boost to be completed after early talk boost</p> <p>(Sessions ran 2 times a week</p>	<p>Endorsed by EEF Research:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>The aim of <u>the ShREC approach</u> is to provide early years professionals with a simple and memorable set of specific evidence informed strategies that can be embedded into everyday practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children">https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</a></p> <p>The Early Talk Boost intervention has been designed by Speech and Language UK specialist teachers and speech and language therapists, with the help of early years practitioners and parents. It is informed by strong evidence and has demonstrated early promise in a study that showed impact on children's ability to talk and understand words.</p> <p><a href="https://speechandlanguage.org.uk/early-talk-boost-research-project-with-eeef/">https://speechandlanguage.org.uk/early-talk-boost-research-project-with-eeef/</a></p>	<p>2</p>

Children are assessed at the beginning and end of the 7 week programme)		
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## Wider strategies (for example related to attendance, behaviour, wellbeing)

Budgeted cost: £15136

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support from Teaching Assistants across school where needed.</p> <p>TA staff have had trauma informed practice training and will use this to support pupils through daily check ins and bespoke sessions as and when required.</p> <p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school. Support to be put in place for pupils identified as vulnerable. Supported transition for pupils who enter school in different year groups.</p> <p>DSLs in school :</p> <p>Offer parents support through the CAF process and signpost parents to the local offers of support through the multi-agency approaches in Rossendale. This will enable vulnerable families to access key services.</p> <p>Early help assessment process with vulnerable families - allowing them to access key services</p> <p>Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions.</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>EEF</p> <p>Schools should start by critically reviewing their aims and current approaches • Focus on areas that have better evidence (such as those summarised opposite) — different approaches are needed for different ages. • Talk to parents who are less involved about what support they would find helpful. • Plan and monitor to progress towards defined aims.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

<p>EBSA delivered to individual pupils and families.</p> <p>Attendance monitoring and meetings when needed. Headteacher, SLT and pastoral lead.</p> <p>Engage the relevant support professionals in line with the Attendance Policy and Medical Conditions Policy to encourage good attendance.</p> <p>Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings.</p> <p>Increased links with PAST team, SEND team and health professionals.</p> <p>Reintroduction of fines for unauthorised absence, home visits and phone calls.</p> <p>New reward system launched with pupils and families.</p> <p>Staffing of free breakfast club to positively influence children to attend school on time and attend morning intervention sessions.</p>	<p>EBSA-This resource explores the risk factors for emotionally-based school avoidance, and looks at universal and targeted approaches that school staff can take to tackle the issue in their setting.</p> <p><a href="https://mentallyhealthyschools.org.uk/resources/addressing-emotionally-based-school-avoidance/#:~:text=Emotionally%2Dbased%20school%20avoidance%20(EBSA)%20is%20a%20term%20describing,or%20other%20mental%20health%20concerns">https://mentallyhealthyschools.org.uk/resources/addressing-emotionally-based-school-avoidance/#:~:text=Emotionally%2Dbased%20school%20avoidance%20(EBSA)%20is%20a%20term%20describing,or%20other%20mental%20health%20concerns</a></p> <p>EEF-Attendance interventions rapid evidence assessment</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1702856100">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1702856100</a></p>	
<p>Use of outdoor learning to support key groups of pupils</p> <p>Ensure sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver.</p> <p>Staff training to increase access for all pupils to outdoor learning opportunities.</p>	<p>Key findings of Forest Research: <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</li> <li>• <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• <b>Communication:</b> language development was prompted by the children's sensory experiences</li> <li>• <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> </ul>	<p>1 2 4</p>

	<ul style="list-style-type: none"><li>• <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</li><li>• <b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment.</li></ul>	
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**Total budgeted cost:**

£113,412

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

### Impact of Pupil Premium Funding 2023-2024

#### Academic

The Quality of phonics interventions have been a strength throughout the year with our Phonics lead (an ex member of the English Hub) leading by example and through RWI Training.

This year in EYFS more pupils attained GLD than in previous years. 60% of Pupil premium children achieved GLD.

In Year 1 40 % of pupil premium children passed the phonic check. This has been shared with Governors so that they understand the story behind our data, and with smaller cohorts of children than is typical, the data therefore should be treated with caution. In reading 54 % of pupil premium children who were on roll for the full academic year, made average progress over the year or more in reading and 24% made accelerated progress. This compares to 67% of non-pupil premium children making average progress and 19% making accelerated progress.

The maths lead has evidence that Maths interventions have been successful in that pupils across KS2 accessing them have been able to access their Year group for maths more confidently as gaps continue to be closing. 52% of pupil premium children who were on roll for the full academic year, made average progress over the year or more in maths and 17% made accelerated progress. This compares to 62% of non-pupil premium children making average progress and 17% making accelerated progress.

Writing has been identified as an area for 2024-2025 as a whole school. A new scheme and approach has been introduced and is in the process of being embedded with new teaching staff across the school. 51% of pupil premium children who were on roll for the full academic year, made average progress over the year or more in maths and 17% made accelerated progress. This compares to 54% of non-pupil premium children making average progress and 19% made accelerated progress.

Last year our school had 46% pupils who were SEND and 55% of pupil premium children also have an identified SEND. Staff adapted the curriculum to meet pupils needs. We also adopted a new online PIVATS tracker which showed PPG pupils who are SEND made good progress. Provision for SEND continues to be highlighted as a strength by external advisors and visitors to the school.

#### Pastoral

This year, emotional literacy and intense nurture work has continued to be delivered by our pastoral lead to our most vulnerable pupils. We have noticed a huge improvement in pupils'

mental health and well-being across the school due to the sessions. Pupils have been quickly identified pupils for this support and it has not always been the same children depending on environmental and other external factors.

The school provides direct support for families who are having difficulties providing the basic needs for pupils eg. Help to buy school uniform. All pupils have access to breakfast club food each morning funded by Greggs.

In certain family circumstances the school provides support to families through access to the Greggs hardship programme and the Bishop's programme. This can help to replace broken white goods items, furniture etc. We also support families with referrals to the local raft foodbank where appropriate.

The school leads on a number of Early help plans. Pupils identified have presented with anxiety, bereavement, attendance, friendship struggles, domestic violence at home and behaviour. Some pupils and families in school are supported to work with other agencies with their Child Protection plans, Child In Need Plans, Early help plans, and with the Lancashire SEND team.

Designated Safeguarding Leads have continued to demonstrate their confidence to lead on early help plans and signpost families to local agencies and pathways. Relationships continue to be strong with local agencies such as Police, MASH, Children & Family Well-being Service, Health services, Child Action Northwest, and Bacup Family Centre.

### **Outdoor Learning/Enrichment**

Lessons delivered outdoors wherever it is appropriate.

Enrichment opportunities provided for every class including the Y6 residential for Robin Wood, whole school pantomime, anti-bullying workshops etc.

Ducklings- Little Lancashire Village Stubby Lee park

Flamingos – Pepper's Ponies

Penguins – Fair trade museum Rochdale

Robins – Pepper's Ponies

### **Attendance**

The Headteacher, Deputy and pastoral lead worked together to identify persistent absentees.

Same day follow ups, home visits where necessary.

EBSA programme delivered by trained pastoral lead.

Referrals to health to support families with medical issues.

PAST team liaison with school. Meetings held in school.

Reward incentives in place to promote attendance – pupils earned points for high attendance and pupils could spend these points at the shop.

Attendance overall for pupil premium pupils was 91.23% compared to non-pupil premium pupils at 93.6%

Pupils and parents presenting with anxiety or a SEND need had an impact on our attendance this academic year.

**DATA 2023-2024**

<p><b><u>GLD</u></b></p> <p>5 out of 14 Pupils PPG</p> <p>2 pupils SEND and PPG</p>	<p>60% of PPG pupils achieved a GLD</p>
<p><b><u>KS1</u></b></p> <p>8 pupils out of 17 eligible for PPG</p> <p>4 pupils SEND and PPG (50%)</p>	<p>Reading PPG pupils 25% Expected standard</p> <p>Writing PPG pupils 25% Expected standard</p> <p>Maths PPG pupils 25% Expected standard</p>
<p><b><u>Phonics</u></b></p> <p>10 Pupils PPG</p> <p>4 SEND and PPG pupils</p> <p>Cohort 15 pupils</p>	<p><b><u>Year 1</u></b></p> <p>40% PPG pupils passed (4 pupils)</p>
<p><b><u>KS2</u></b></p> <p>12 Pupils PPG out of a cohort of 21</p> <p>3 Pupil Premium and SEND pupils</p> <p>3 pupils disapplied</p>	<p>Reading PPG pupils 50% Expected standard</p> <p>17% PPG pupils achieved Greater depth standard</p> <p>GPVS – 42 % PPG pupils achieved Expected Standard</p> <p>17% PPG pupils achieved Greater depth standard</p> <p>Maths PPG pupils 42% Expected standard</p> <p>8% PPG pupils achieved Greater depth standard</p>