



Higher Failsworth Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Higher Failsworth Primary School
Number of pupils in school	370 (based on funding information used from the DfE)
Proportion (%) of pupil premium eligible pupils	32.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Mrs S. Forster Headteacher
Pupil premium lead	Miss F. Lees Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,815
Recovery premium funding allocation this academic year	£17,980
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	£182,795

Part A: Pupil premium strategy plan

Statement of intent

About us

Higher Failsworth Primary School is a large 2-form community school. We serve a large vibrant community in the area of Failsworth (situated between Manchester and Oldham). The majority of our pupils are of British heritage and we have a small but growing number of children from various European, African and Asian countries who have joined us with little or no written/spoken English or with English as an additional language.

Rationale

Higher Failsworth Primary School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. Our school values of Learn, Respect, Enjoy, Achieve and Be Healthy, ensure high expectations and aspirations of all children, regardless of their background, ethnicity or experiences. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

We have adopted a tiered approach to Pupil Premium spending (based on recommendations published in the EEF guide which allows the school to focus on a series of targeted strategies which will have the greatest impact. These strategies are evidence based through robust research (EEF and Sutton Trust) or based on expertise and evidence from experienced school staff.

As a school, we have generated objectives for our disadvantaged pupils based on our values and vision:

- To remove barriers to learning created by disadvantage.
- To develop a love of learning and motivation to attend school; making the most of opportunities on offer.
- To narrow the attainment gaps between those eligible for the funding and those that are not, both within school and nationally.
- To ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- To develop children's confidence in their own ability to communicate effectively in a wide range of contexts.
- To enable pupils to look after their social and emotional wellbeing and to develop regulation strategies and resilience.
- To have access to a wide range of opportunities to develop their knowledge and understanding of the world around them; including how to keep safe.

Challenges

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

Challenge number	Detail of challenge
1	Within our school, speech, language and communication has been identified as a key learning need with it making up nearly 50% of our SEND register.
2	Internal and external assessments (where available) show that we have a low number of children achieving greater depth across core subjects. This is further evident in disadvantaged pupils compared to non-disadvantaged pupils and therefore more support is needed in allowing higher attainers to achieve their potential.
3.	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4.	The social, emotional and mental health and wellbeing of our children and thus ensuring our children are ready to learn. Our assessments, observations and discussions with pupils and families have identified SEMH issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities as well as first hand experiences. These challenges particularly affect disadvantaged pupils and have a further impact on their progress and attainment across subjects.
5.	Assessments, observations and discussions with children also makes us aware that a number of our pupils join our school with a lower level of communication and therefore need support in exploring and expanding their oral language skills and vocabulary gaps both in its incidental and intentional forms.
6.	Our attendance data last year indicated that attendance among disadvantaged pupils was lower than for non-disadvantaged pupils. 30% of disadvantaged pupils were also classed as 'persistently absent' during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
All staff feel confident and are competent with supporting generic speech and language needs in the classroom.	Low level speech, language and communication needs are supported within the class setting through high quality teaching strategies.
Higher attaining disadvantaged children are supported in achieving their intended progress.	<p>Feedback and questioning is used effectively to provide challenge and deepen thinking.</p> <p>Higher attaining disadvantaged children to have a progress score of 0 or better.</p> <p>Schools end of key stage data to show an increase in the number of children achieving greater depth.</p>
Increase the number of children achieving the expected phonics result with a focus on the disadvantaged children.	<p>All applicable staff teach RWI to a consistently high standard.</p> <p>Children's gaps within phonics are identified and acted upon swiftly and effectively through intervention and specific targeted support.</p>
Support and nurture the wellbeing of pupils to ensure they are ready to learn.	<p>Children are safe and happy when in school.</p> <p>Children's SEMH needs are supported through a rigorous system of interventions focusing on specific difficulties.</p> <p>Staff are aware of and react to SEMH difficulties in the classroom through their high quality teaching.</p>
Increase the articulation and reasoning of children through developed critical thinking and vocabulary.	<p>Pupil talk is evident as a priority in lessons.</p> <p>High quality vocabulary is used throughout the lesson by both staff and pupils - including intentional vocabulary for the topic.</p> <p>Children are encouraged to answer in full sentences and have answers supported through the use of sentence stems.</p>
Ensure attendance data is inline with national data with a focus on disadvantaged pupils.	<p>There is a decrease in the number of school refusers and long term absences.</p> <p>Our attendance percentage is in line with or better than national data and national expectations.</p>

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: £102,072

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for all staff to develop speech and language understanding through vocabulary and speech sounds.</p> <p>January inset</p>	<p>Oral language interventions, and the use of this as part of quality first teaching, can have a positive impact on pupils' language skills as well as supporting accelerated progress.</p> <p>Oral_Language_Interventions</p> <p>Communication_and_Language_Approaches</p>	1, 4
<p>Training for all staff to develop and understanding of and skills to use high quality talk.</p> <p>2x twilight sessions</p>	<p>Oral language interventions, and the use of this as part of quality first teaching, can have a positive impact on pupils' language skills as well as supporting accelerated progress.</p> <p>Oral_Language_Interventions</p> <p>Communication_and_Language_Approaches</p>	4
<p>Continued engagement with the NCETM to develop the embedding of the maths approaches.</p> <ul style="list-style-type: none"> - Mastering Number - Mastery Readiness 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_Guidance_KS1_and_KS2</p> <p>Improving_Mathematics_in_EYFS_and_KS1</p> <p>Improving_Mathematics_in_KS2_and_KS3</p>	5
<p>Precision teaching training with teaching assistants to look at scaffolded support along with the role of the TA in class.</p>	<p>There is evidence around how to make teaching assistants as effective as possible when supporting in the classroom.</p> <p>Making_Best_Use_Of_Teaching_Assistants</p> <p>Teaching_Assistant_Interventions</p>	5
<p>Pupil talk focus</p>	<p>Evidence shows that high quality classroom talk with a focus on pupil talk can have a positive impact on engagement, progress and attainment.</p> <p>Classroom_Talk</p>	5

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

Budgeted cost: £61,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted intervention time allows for this progress to be accelerated. Phonics	3
Provide further appropriate challenge and specific support for higher attaining children to allow them to continue to make progress, particularly those from disadvantaged backgrounds.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support pupils and allow them to develop further in their learning. Teaching Assistant Interventions Small Group Tuition	2
Implement the use of STEM sentences within maths through deploying the mastering number programme as an intervention in KS2.	Oral language interventions, and the use of this as part of quality first teaching, can have a positive impact on pupils' language skills as well as supporting accelerated progress. Oral Language Interventions Communication and Language Approaches	5
Engaging with NTP programme to provide a blend of tuition, mentoring and tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of these pupils will be disadvantaged including high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. One to One Tuition Small Group Tuition	2, 3

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

Budgeted cost: £18,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support children in their understanding of their SEMH needs and provide them with strategies to help them to self-regulate.	Evidence has shown that children who have developed self-regulation strategies, along with others, have been more engaged in their learning and better able to make progress. Social and Emotional Learning Improving Social and Emotional Learning in Primary Schools	4, 6
Organised home visits to be made daily as required to promote the attendance of disadvantaged pupils, particularly those who are persistent absences.	The DfE have shared guidance on how to support attendance issues and persistence absences. Improving School Attendance	6
Work closely alongside the local authority attendance team to support the reduction in persistent absences through home visits and penalty notices.	The DfE have shared guidance on how to support attendance issues and persistence absences. Improving School Attendance	6

Total budgeted cost: £182,795

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 2021 to 2022 academic year.

1. Improved speech, language and communication skills among disadvantaged pupils.

A Level 3 Teaching Assistant to work with pupils with speech, language and communication difficulties was appointed in September 2022. This member of staff then resigned from the post (but was deployed elsewhere in school in a new role) and a new L3 Teaching assistant was appointed in April 2022. Both members of staff were trained in Elklan via the Better Communication Team (BCT). Pupils across school were screened using WellComm and progress was tracked half termly. The teaching assistant worked with children both 1:1 and in small groups. The teaching assistant also worked alongside the Speech and Language service to develop strategies to work with individual children. In Reception, the Nuffield Early Language Intervention was introduced and staff spent this first year training. They are now in their second year. Due to the gap in the year without a speech and language assistant, many pupils were unable to participate in intervention. Both teaching assistants also had to be released in order to provide training. SLCN is a key priority in the 22/23 school development plan: to provide all staff with training on the different aspects of SLCN and to equip them with the skills to increase the effectiveness of universal provision and targeted support using NELI, Elklan and WellComm.

2. To increase and encourage reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum.

Two NCETM programmes have been running simultaneously this year which have been coordinated by the North West Maths Hub.

Mastering Number was implemented from September 2021 with a lead teacher being identified for reception, year 1 and year 2. Resources and information was then shared to the partner teacher. One of the main focuses of the programme is the use of sentence stems to support children's thinking and understanding when developing arithmetic knowledge. As the year has progressed, from observations and discussions, the children have become more confident when using the sentence stems and this has had a positive impact on their maths ability. Towards the end of the academic year, the concept of sentence stems was introduced to the whole school and makes us a part of the medium term planning. This needs to be continued into the next academic year and beyond to ensure it is embedded.

The first year of the Mastery Readiness programme (a four year programme with further support available post programme) was also started this year with the maths leads working alongside a maths specialist and five other schools to share good practice. Learning from this was shared with staff at a number of staff meetings across the year as well as the maths leads having the opportunity to complete deep dives in the subject to allow them to see the development of the subject. Alongside the maths specialist, meetings were had with the maths leads to action plan the next steps on the journey for the school. It was identified that language and vocabulary was one subject specific area which needed developing and strategies were introduced to support this midway through the year. This now needs to continue alongside the next year of the programme.

3. To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics.

KS1 Reading

- Streamed phonics/ guided reading using RWI resources to assess and deliver. Assessed every six weeks and interventions are planned from this data. (Small group numbers and deployment of TA and teacher expertise)
- Home reading books matching directly to their phonic ability.
- TA interventions on a 1:1 and small groups.

KS1 Writing

- Use of Communication In Print to provide children word mats, sentence structure scaffolds
- Writing across the curriculum
- RWI Get Writing section in daily phonics
- TA intervention around fine motor skills, letter formation etc

KS1 Maths

- Mastery of Number 4 times a week including TA focus group for the lower ability so they don't get lost in whole class sessions
- Foundations of Number Intervention in Year 1 focussing on the early number principles to plug the gaps in number knowledge.
- Use of reasoning in whole class discussions as well as independently.
- Use of White Rose, NCTEM, ISeeReasoning and Problem solving resources
- In Year 1 ensuring children have opportunities to explore mathematical concepts independently and through play opportunities.

4. To raise the attainment and progress of all pupils, disadvantaged and non-disadvantaged in reading, writing, mathematics and GPS by the end of KS2 at both the 'expected' standard and 'greater depth'.

- A subscription to Literacy Shed + was purchased for the whole school to ensure that reading lessons included high quality texts with quality assured comprehension questions which covers the breadth of skills required (vocabulary, inference, prediction, evaluation, retrieval and summarise - VIPERS)
- Reading, writing and mathematics interventions were run by school-led tutoring.
- KS2 reading attainment has increased for DA pupils both at an expected and greater depth level.

5. To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years.

- Teachers checking in with children and picking them up if something isn't right in first instance
- Meet and greets for targeted children
- behaviour plans for children that require additional to the behaviour policy.
- Worry monsters
- Member of staff training in ELSA, who undertakes sessions with targeted children
- Vulnerable pupils meeting to discuss as a team, how best to support a child/ family
- Place2Be place 2 talk sessions
- Place 2 Be 1:1 sessions
- Place 2 Be group/ class sessions about targeted issues ie LGBTQ+

6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- Attendance for 2021-2022 whole school 92.66% which was above Oldham average.
- EAL 94.84%
- FSM 91.22%
- EHCP 92.32%
- SEN support 89.48% this was our area of issue, but this was due to a school refuser, a child with severe asthma, a child with a blood condition and has regular medical appointments in school time.
- LAC 95.22%
- Home visits made to vulnerable pupils and those who are classed as persistent absence, discussions with the local authority attendance service regarding children and families when attendance is a concern.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

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

Further information (optional)

Additional activity

Planning, implementation, and evaluation