

# Pupil Premium Funding Spending Plan for Great Harwood St John's CE Primary School



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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Great Harwood St John's CE Primary School
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	Each year and full report review December 2027
Statement authorised by	Miss T Parker (Headteacher)
Pupil premium lead	Miss T Parker (Headteacher)
Governor / Trustee lead	Mrs J Molineux (Chair of Governors and lead for disadvantaged pupils)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 24-25 (estimated)	£ 90,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 90,230</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St John's school our intention is that all pupils, irrespective of the backgrounds, or barriers they face will make good progress and achieve the highest outcomes as possible for them. We will support disadvantaged pupils alongside other pupils to achieve that goal, including those that are already higher attainers.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups; such as those who have social workers or who are on children in need plans and our identified or suspected young carers. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We recognise that not all pupils will be socially disadvantaged and this statement is also intended to support their needs also.

High quality teaching and learning is already in place but we ensure that there is an additional focus on those with a disadvantage to ensure that they are closing the gap towards those who are not classed as disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following a needs analysis (not assumptions) which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment data shows us that the on- entry level of our children is exceptionally low in speech and language. This leads to a wider reading gap through KS1 and up to KS2 – this is more evident in our disadvantaged pupils.
2	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with reading than their peers. Data shows that this continues through the school and the gap is widening (2024 data – LSIP)
3	Attendance rates of our pupils is below national averages and this is more common with some of our disadvantaged pupils. They are often statistically more absent than other pupils and this is having a negative impact on their attainment.

4	St John's has a high proportion of children whom we identify as disadvantaged in some way this is higher than just the FSM children for a number of 'social reasons'. All these children need some form of additional support. (HSLO, ELSA, Young Carers, Lego Therapy etc)
5	Observations and discussions with children show that some children (disadvantaged or not) have different life experiences. St John's intends to ensure that all children have the same opportunities throughout school.
6	Our internal assessments and observations have shown us that the wellbeing of many of our children has suffered because of the previous lockdowns and ongoing deprivation in this area. This is particularly noticeable in disadvantaged pupils as defined by our school. Some of our children show a lack of resilience and poor learning behaviours. Our school class structure has been designed to lessen the impact of this.

## 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
To improve barriers to learning by identifying S and L needs of all pupils including those who are disadvantaged and put in strategies to improve these.	Children with identifiable speech and language needs are met. They receive speech and language intervention and improvements can be seen in their reading and writing outcomes. Children are easily understood by adults. Assessments show a significant improvement in children's speech and language.
Improve reading attainment for all pupils with a specific focus on disadvantaged pupils.	KS2 reading outcomes in 2025 and 2026 show a closing the gap and that more disadvantaged pupils met the expected standard than in previous years.
Attendance rates improve throughout the school, particularly the disadvantaged.	That attendance rates improve to close the gap between our school and National averages. Attendance rates amongst disadvantaged are no different or improved than all children.
To ensure that no child misses out on opportunities throughout their time at St John's school.	All children receive the same opportunities both in and out of school regardless of if they can afford to pay for trips/uniform/activities etc. Disadvantaged pupils attend clubs and trips in line with other children. (Free or reduced in charge) Trips and activity costs kept to an absolute minimum so that all can access. (Subsidised by the school or PTA where possible). Uniform costs kept low and provided where necessary. Free second hand or donated new uniform for any children that need it.
Wellbeing needs of all children are met. All children who need support get it – at the right time.	Small class sizes will better meet the needs of pupils in the class. Especially in lower year groups. Higher than average adult support in classes, especially where class sizes are bigger or there is a

	<p>higher need in the class. (Additional TA staff for SEND children – who are also disadvantaged).</p> <p>Pupil progress will rise due to more individualised teaching and learning – the gap between pupils will lessen and the gap for disadvantaged pupils will narrow.</p> <p>Wellbeing needs identified and needs met through various sources (ELSA, HSLO).</p> <p>External support from other agencies to support the wellbeing of pupils where needs identified.</p> <p>Wellbeing school warriors established.</p> <p>Maintain a trauma informed work place and in the way we deal with children.</p> <p>My Happy Mind in Place and working well within the school.</p> <p>The school continues to meet the 'Good' Threshold for pupil behaviour and attitudes.</p>
<p>To further improve behaviour and attendance of all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance improves for all children, particularly the disadvantaged and this will improve their progress and attainment.</p> <p>All staff to become trauma informed. Headteacher to attend further training to enable her to become a train the trainer for trauma informed schools.</p> <p>The gap narrows between our school (and disadvantaged pupils) to national averages and this is sustained and improved upon yearly through to 2025/26/27.</p> <p>Behaviour for learning will be excellent in all classes.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bought in Speech and Language therapist and structured speech and language interventions by our TA staff.	<p>School based assessments show that children come in with very underdeveloped speech and language, following assessment and identification, followed by good quality intervention assessments show a narrowing of gaps in children.</p> <p>There is strong evidence that oral language interventions have a high impact on children's reading.</p> <p>EEF research shows this.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1 and 2
Bought in HSLO shared with other schools. HSLO link with parents to improve life time outcomes for all – improving engagement with all services	<p>Evidence shows that parental engagement with education improves outcomes for children.</p> <p>Improved links with parents and services to support children improves their overall educational experience.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	3, 4 5 and 6
Smaller class sizes	<p>Evidence suggests that good quality teaching supported by smaller classes sizes ensures better outcomes for children – if children are seen and heard more from the teacher they are more likely to engage and learn.</p>	1, 2, 4, 5 and 6
Targeted staff attend CPD to improve both behaviour and knowledge of their subject area.	<p>Regular CPD improves pedagogy for teachers.</p> <p>Trauma informed schools  <a href="https://www.traumainformedschools.co.uk/">https://www.traumainformedschools.co.uk/</a></p> <p>There is significant research done on improving the mental health and wellbeing of children and families improves outcomes for all.</p> <p>Additional training for the HT to become a train the trainer.</p>	1, 2, 5 and 6
Additional TA support for all classes	<p>Although some EEF research shows that TA involvement makes little improvement in children's academic lives – it is our belief and other EEF research that the right targeted support from the right member of staff is essential to our children – from ELSA to pupil mentor, HSLO support for parents and children and</p>	1, 2, 5 and 6

	<p>identified targeted support in school. Internal evidence (data) supports this.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a></p> <p>TA support used to improve the social and emotional aspects of children's lives as well as academic.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>We ensure that we make the best use from out TA staff, following guidance from the EEF.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bought in published scheme 'Talk Boost' for junior classes.	<p>There is strong evidence that oral language interventions have a high impact on children's reading.</p> <p>Supporting language development helps children to talk. EEF research shows this.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1, 2 and 6
ELSA – TA support assistant trained to deliver ESLA support.	<p><a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a></p>	3, 5 and 6
TA for additional phonics intervention	<p>Phonic approaches have strong evidence based indicating an improvement of reading and writing in particular with disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1 and 2

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLO improving attendance by visiting families	<p>Evidence shows that parental engagement with education improves outcomes for children.</p> <p>Improved links with parents and services to support children improves their overall educational experience.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	2 3 4
Subsidy of breakfast club to improve attendance.	<p>Our own school research and analysis shows that children who attend breakfast club attain better than previously and their attendance improves significantly – this is for children who are ‘invited to attend for free because of a variety of reasons including disadvantage’.</p> <p>The government also suggests that all children should attend a breakfast club for wrap around care. This is in the early stages.</p>	3, 4, 5 and 6.
Paying for trips and activities outside of school – keeping costs low.	<p>School’s internal observations and discussion with pupils show that pupils are more engaged if they have access to things that they may not normally have access to – this improves their engagement in the curriculum.</p>	2, 3, 4, 5 and 6
Weekly class attendance awards Quick response from school in relation to outside of school issues.	<p>DfE’s <a href="#">Improving School Attendance</a> advice.</p>	3, 4 and 6

**Total budgeted cost: £ 93,000** – although this goes above the disadvantaged fund available to us we also use our school budget to supplement our disadvantaged children and wider school needs, because of the benefits it brings to all pupils.

## 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 2022 to 2024 academic year.

#### 2022 – 2023 Evaluation:

Data shows that reading data at the end of KS2 is not having the desired outcomes yet. Much of what was in place during 2022 – 2024 was for the early years and so these children will not have been through the school yet. We are looking at internal data and this is looking slightly better, however reading remains a high focus for all pupils including the disadvantaged which is why it is remaining on the plan for the next 3 years also. Although it now has a separate challenge of its own (Number 2). Key stage 1 data is very positive for all children including the disadvantaged. (See data sheets presented at GB standards meetings).

Data shows that the use of a speech and language consultant is invaluable. The majority of our children (including those who are disadvantaged) come in to school with very low language and so the training we receive and the accuracy of assessments is excellent. End of year assessment from children always show positives because of the interventions. See summary outcomes reports from Bridge Speech Therapy for details. This is something I would always continue as we have a significant number of children who join our school late and need assessing as well as the whole intakes for Reception children on entry.

There is no such external data to show the main impact of the HSLO on school. However, when she is involved with a family attendance improves and the general well being of the family improve which has a direct impact on attainment in school. Attendance for disadvantage children is improving and we have no significant groups for attendance more just some individuals. (Whom she is now working with too). Our HSLO is highly effective at her job and is making a massive difference in the lives of our children – this is even more apparent in during and after the pandemic as she kept working throughout.

Attendance data has improved overall and we are often around National averages (sometimes above). Meetings with the attendance consultant are positive and she maintains that we are doing all we can to improve attendance for all pupils including those who are disadvantaged.

St John's ensures that all children have the same opportunity as all pupils even if they are in financial hardship (disadvantaged). All children in the school attend some sort of

sporting activity to represent the school. All children have access to the afterschool clubs and trips these are either free for disadvantaged pupils or heavily subsidised. The impact is that children love to attend clubs and widen their horizons because of these opportunities.

All children are given uniform if required, some of this has been donated to us other times it is second hand uniform but always gratefully received.

The impact of smaller class sizes in the infants can be seen in the KS1 data. Having extra support in classes with additional TA staff is invaluable – not only for the wellbeing of pupils but also the academic when targeted intervention is in place – this is something that we are going to continue to work on this next cycle. Improving training and targeted interventions.

The change in behaviour in school can be seen around school and commented on in our recent OFSTED. This we firmly believe is because we are now a trauma informed school and we work in a trauma informed way. All children know that they are loved and cherished and are forgiven if things go wrong. This ensures good behaviour and good behaviour for learning in lessons, this then improves outcomes for children.

Disadvantaged children who attend breakfast club and the other after school clubs on offer as well as receive targeted intervention either academic or social/behavioural are doing better than other children, this can be seen in books and in whole school data exercises.

Some previous priorities have been retained or added to due to the known impact they have.

#### 2021-2022 Evaluation:

The speech and language intervention is showing significant improvements in all we are doing – especially early reading and phonics. Our school has low attainment on entry and our S and L teacher assess all children and then sets programmes for staff or individuals to work on. These are all very successful. Although very successful, this is ongoing and every child on entry to our school is now assessed and this is a rolling programme for all years.

We are well on our way to becoming a trauma informed school, with all staff receiving appropriate training, the impact of this is that behaviour in school is very good. Children are treated with respect and treat each other with respect, where there are incidents of poor behaviour this is dealt with swiftly and respectfully – one child commented in discussion with me ‘when other children have special needs and needs something different, all the teachers do this so well as we don’t even notice them anymore.’

Smaller classes have been so beneficial in the younger classes and as a result the children are making quicker progress. We have been on a number of courses and

moderated the work our children are doing and we find it to be of a high standard – local schools look to us to check standards too – we do this as a two way fact finding activity and work together in local clusters to improve standards overall.

We are breaking down barriers for parents who are struggling to ensure that no child misses out just because they happen to be on a low income – this pressure is increasing for all and so will be an ongoing cost and priority.

The priorities from 2021-2022 have been retained and added to as well as increased budget costs.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
My Happy Mind	My Happy Mind
Bug Club Phonics	Pearson
Speech and language intervention	Bridge Speech Therapy