

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



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2024 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	Great Harwood St John's CE Primary School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£ 56, 785
Recovery premium funding allocation this academic year	£ 5,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 62,730</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St John's school we ensure that teaching and learning opportunities meet the needs of all of our pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups; such as those who have social workers and 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.

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 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	Attendance rates of our pupils is below national averages and this is more common with some of our disadvantaged pupils.
3	Disadvantaged children, as defined by the school, have the same opportunities as all other children throughout their time at St John's.
4	Our internal assessments and observations have shown us that the wellbeing of many of our children has suffered because of the various lockdowns. 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.
5	Our internal assessments have shown that our children have been impacted by the various closures and so behaviour and attendance has become more of an issue – we seek to reverse this through becoming a trauma informed school.

## 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.	<p>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.</p> <p>Children are easily understood by adults.</p> <p>Assessments show a significant improvement in children's speech and language.</p>
Attendance rates improve throughout the school.	<p>That attendance rates improve to close the gap between our school and National averages.</p> <p>Attendance rates amongst disadvantaged are no different or improved than all children.</p>
To ensure that no child misses out on opportunities throughout their time at St John's school.	<p>All children receive the same opportunities both in and out of school regardless of if they can afford to pay for trips etc.</p> <p>Disadvantaged pupils attend clubs and trips in line with other children.</p> <p>Trips and activity costs kept to an absolute minimum so that all can access.</p> <p>Uniform costs kept low and provided where necessary.</p>
Wellbeing needs of all children are met.	<p>Small class sizes will better meet the needs of pupils in the class. Especially in lower year groups.</p> <p>Higher than average adult support in classes, especially where class sizes are bigger or there is a higher need in the class.</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>
To further improve behaviour and attendance of all pupils, particularly our disadvantaged pupils.	<p>Become a trauma informed school. Work in a trauma informed way so that all children's needs are identified and met. This will improve attainment as well as attendance. Sustain this through to 2024/25.</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 2024/25.</p> <p>Behaviour for learning will be excellent in all classes.</p>
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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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bought in Speech and Language therapist	<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
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>	1 2 3 4 5
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>	3 4 5
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>	2 3 4 5
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 that the right targeted support from the right member of staff is essential to our children – from ELSA to pupil mentor, HSLO support for</p>	4 5

	<p>parents and children and identified targeted support in school. Internal evidence (data) supports this.</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: £ 10,000

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.</p> <p>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 5
ELSA – TA support assistant trained to deliver ESLA support.	<a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a>	4 5
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 4

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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HSLO improving attendance by visiting families	Evidence shows that parental engagement with education improves outcomes for children. Improved links with parents and services to support children improves their overall educational experience.  <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>	2 3 4
Subsidy of breakfast club to improve attendance.		2 5
Paying for trips and activities outside of school – keeping costs low.	School's internal observations 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.	2 3 4
Weekly class attendance awards Quick response from school in relation to outside of school issues.	DfE's <a href="#">Improving School Attendance</a> advice.	2 4 5

**Total budgeted cost: £ 65,000** – 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.

## 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 2020 to 2021 academic year.

There has been no external data to show if we met data driven targets due to the pandemic. We had begun some of the detailed strategies above in previous years and these are just extensions to it as our internal observations show that we are on the right track. 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.

Our internal data and attendance data shows a slight improvement of disadvantaged children and the gap is narrowing but it is still something we need to work on.

Schools closures was most detrimental to the disadvantaged however our school remained open (as did most) but we encouraged our disadvantaged to attend and we had some good attendance from these throughout and especially during the January 2021 lockdown. This was to our advantage and we are seeing improved attendance and little impact of children being school refusers but there are issues with resilience and a general lack of learning behaviours.

Attendance during the pandemic was far higher for our disadvantaged and vulnerable than previous.

We used much of the pupil premium to fund resources for pupils at home and providing wellbeing support for pupils and families. We provided practical and food support where needed as well. We are continuing to build upon that this year with the Trauma informed approach.

#### 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

Programme	Provider