

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 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 | St. John's Mosley Common C.E. Primary School |
| Number of pupils in school | 192 |
| Proportion (%) of pupil premium eligible pupils | 22.9% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2023-2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Andrea Heaton – Headteacher |
| Pupil premium lead | Andrea Heaton- Headteacher Caroline Gore – SENDCo |
| Governor / Trustee lead | Geoff Sparks – Vice Chair of Governors |

Funding overview

| Detail | Amount |
|--|---|
| Pupil premium funding allocation this academic year | £62,750 Budget year April 2023- March 2024 |
| Recovery premium funding allocation this academic year | £6090 |
| 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. John's Mosley Common C.E. Primary School, all members of staff and Governors accept responsibility for all pupils, recognising that a number of pupils within the school community, some of whom are not eligible for pupil premium funding, may at some point in their school journey require additional support and intervention. We are committed to meeting our pupils' academic, pastoral and social needs in a nurturing environment. As with every child within our care, a child who is in receipt of pupil premium is valued, respected and entitled to develop their full potential.

Our objectives for our pupils who are in receipt of pupil premium are:

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

We believe that all of our pupils benefit from quality first teaching every day and we ensure our strategy provides for this with further, additional interventions and pre-teaches through 1:1 or small group inputs. We provide this support by employing experienced Teaching Assistants to work across KS1 and KS2.

- **To ensure the well-being needs of all pupils, including those in receipt of pupil premium funding, are met to ensure they are on track to make or exceed at least expected progress and attainment**

At St. John's Mosley Common C.E. Primary School, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. We have seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and well-being needs. Our strategy includes a highly experienced Pastoral/ Family Mentor Lead who works in close partnership with all staff members and families to ensure early identification.

- **To ensure the attendance and punctuality of pupils in receipt of pupil premium is at least in line with their peers in school**

We know that children learn best when they attend school regularly, however, the attendance of our pupil premium group can fall lower than those pupils not in receipt of pupil premium. In our strategy, we focus on encouraging attendance through providing support from our experienced Pastoral Lead who will actively engage and support families to encourage good attendance in school.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Outcomes: Small group of pupils (in each KS2 year group), including those in receipt of pupil premium funding, are not making expected progress, despite receiving Quality First Teaching |
| 2 | Pastoral: Pupils and parents/carers' emotional well-being, social and behavioural needs are affecting pupils being in a position to be ready to learn and make progress due to external factors |
| 3 | Attendance: The attendance of pupils in receipt of pupil premium is below that of their peers and an increased percentage fall in the persistent absentee bracket |
| 4 | SEND: Some pupils who qualify for pupil premium funding have specific Special Educational Needs and an increasing number of pupils need additional interventions and support |

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 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, ensuring quality first teaching, effective interventions and opportunities for pre-teaching are in place. | Identified individuals, in receipt of pupil premium, will make at least good progress, from their starting points, across the curriculum and reach ARE at the end of the academic year. At the end of the 2022-2023 academic year our end of KS results for PP children were: Reading: KS1 – 84%, KS2 - 54% Writing: KS1 – 42%, KS2 – 63% Maths: KS1 – 56%, KS2 – 54% |
| To ensure the well-being needs of all pupils, including those in receipt of pupil premium are met to ensure that they are ready to learn | Identified children and families will receive pastoral support. Children's well-being needs are met and their attendance at school is good. This enables them to access Quality First Teaching and targeted interventions, where needed, to support them in making progress. Actual: 93.83% Target: 94% |

| | |
|--|--|
| <p>To continue to ensure the attendance of pupils in receipt of pupil premium is in line with that of their peers, reducing the % in the persistent absentee bracket</p> | <p>Reduce % of pupils in receipt of pupil premium, in the persistent absenteeism – currently 22% (10 children pp PA)</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: **£2552**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Enhance Maths teaching by funding CPD for all teachers to ensure that they access and receive up to date training for their year group</p> <p>We will purchase resources and budget for ongoing teachers training and release time</p> | <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</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 amongst them.'</p> | <p>1</p> <p>4</p> |
| <p>Experienced TA to receive CPD from a trained Occupational Therapist to enable them to deliver sessions to identified children across the school</p> | <p>EEF Publications/Pupil_Premium_Guidance_iPDF.pdf</p> | <p>1</p> <p>4</p> |
| <p>Invest in 'School' a whole school CPD package to enable staff (and Governors) to access high quality, relevant CPD</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | <p>1</p> <p>2</p> <p>4</p> |

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

Budgeted cost: **£45,218**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Particular focus on small group interventions/pre-teach sessions led by an experienced TA for maths across KS2 Purchase resources to support teaching and learning in Maths | Use of NCETM Ready to Progress materials educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 | 1 4 |
| Timetable TAs across KS1 and KS2 to deliver the RWI phonics scheme, ensuring smaller groupings and more targeted teaching | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1 4 |
| Using school's Recovery Premium, timetable an experienced TA to work across KS1 and LKS2 to support QFT and provide interventions | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants '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.' | 1 |
| Timetable experienced TA to work across KS2 delivering interventions, precision monitoring and plan for personalised home learning for targeted children | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | 1 4 |

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

Budgeted cost: £25,911

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Whole staff/stakeholder training in 'Emotionally Friendly Settings' initiative to continue to improve our school approach to children's emotional needs and ensure that we are all consistent, ensuring children thrive</p> <p>Embed EFS throughout school</p> | <p>www.emotionallyfriendly.co.uk/about-emotionally-friendly-settings/theory-and-research-that-efs-is-based-on/</p> <p>'The research highlights the important role that educational settings play in relation to young people's mental health. Through EFS we are supporting settings to develop their knowledge, skills and confidence so that they can be effective in promoting emotional wellbeing.'</p> | <p>1</p> <p>2</p> <p>3</p> |
| <p>Pastoral Lead to work with and support identified individuals and their families to improve their well-being and improve attendance</p> <p>Pastoral Lead to lead/attend Early Help meetings to support families</p> <p>Attendance is monitored and meetings with parents/carers are arranged to discuss any concerns</p> <p>Half termly analysis of the attendance of</p> | <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#attendance-officers</p> <p>educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> | <p>2</p> <p>3</p> |

| | | |
|--|---|------------|
| disadvantaged pupils takes place and is shared with staff and governors | | |
| Subsidise Wigan Family Welfare Counselling service to provide pupils with the opportunity to speak to a trained counsellor | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning <ul style="list-style-type: none"> • Three broad categories of SEL interventions can be identified: • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. | 1 3 |

Total budgeted cost: £73,681

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 2022-2023 academic year.

Our internal assessments for the academic year 2022-2023 showed that for some children, who are in receipt of pupil premium funding, they did not achieve Age Related Expectations at the end of the academic year (data contained in report).

Attendance procedures were still maintained and all attendance was recorded appropriately, this ensured our attendance figures remained broadly in line with previous academic years' %. This is an area we are continuing to focus on as detailed in this plan.

We identified our pupils and families who required support with behaviour, well-being and mental health and increased our support within these areas, using our pupil premium funding. This support was greatly received and we are continuing with this support over the next academic year.

St. John's achieved the EFS accreditation in 2023.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | N/A |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

Additional activity:

Our pupil premium strategy will also be used and supplemented to enable us to provide further support for our children and families. This will include:

- Subsidising Wigan Wider Opportunities music provision for Y4 pupils
- Personal spend of post LAC children
- Subsidising milk costs for children in receipt of pupil premium
- Purchasing of resources to support interventions
- Subsidising swimming costs for Y3 pupils