

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	195
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025
Date this statement was published	January 2025
Date on which it will be reviewed	July 2024
Statement authorised by	Andrea Heaton – Headteacher
Pupil premium leads	Andrea Heaton- Headteacher Caroline Gore – SENDCo
Governor / Trustee lead	Mr. R. Harmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,260 Budget year April 2024-March 2025
Recovery premium funding allocation this academic year	N/A
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 a small 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 2023-2024 academic year our end of KS results for PP children were: Reading: KS1 – 28%, KS2 - 66% Writing: KS1 – 56%, KS2 – 57% Maths: KS1 – 28%, KS2 – 60%
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. 23/24: Actual: 92.84% 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 4% (8 children pp PA)</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: **£5000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train all TAs in RWI (Phonic Programme) to ensure high quality teaching of Phonics across EYFS & KS1. Phonics Lead to deliver training and monitor teaching.</p> <p>Continue to purchase resources and budget for ongoing training and release time for staff.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p>	1
<p>Continue to invest in 'Schoot' 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>Schoot offers a range of CPD; subject leadership, safeguarding, pastoral, Cyber – security etc.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

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

Budgeted cost: **£36,005.32**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Timetable an TAs to work across KS1 and KS2 to support QFT in the classroom	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1
Timetable experienced TAs to work across KS1 and KS2 delivering interventions and planning for personalised home learning for targeted children	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 4
Experienced TA, following training from a		

trained Occupational Therapist (last year's budget) will deliver OT sessions to identified children across the school	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1736936324	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£18,216.07**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 disadvantaged pupils takes</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>EEF toolkit shows that targeting children's social and emotional needs can provide an additional 4 months progress. In this case the approach is more specialised programmes which are targeted at students with particular social or emotional needs</p>	<p>2</p> <p>3</p>

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: £70,260.00

Including 'Additional activity'.

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 2023/24 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 learning resources to support interventions
- Subsidising swimming costs for Y3 pupils
- PPG checking service

£11,038.61