



Higher Failsworth Primary School 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	Higher Failsworth Primary School
Number of pupils in school	384 (based on funding information used from the DfE)
Proportion (%) of pupil premium eligible pupils	30.7%
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	December 2024
Date on which it will be reviewed	December 2025
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	£174,640
Recovery premium funding allocation this academic year	£0 Grant finished at the end of the 23-24 academic year.
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	£174,640

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: £71,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued engagement with the NCETM to develop the embedding of the maths approaches. Mastery Readiness	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: Maths Guidance KS1 and KS2 Improving Mathematics in EYFS and KS1 Improving Mathematics in KS2 and KS3	5
Precision teaching training with teaching assistants to look at scaffolded support along with the role of the TA in class.	There is evidence around how to make teaching assistants as effective as possible when supporting in the classroom. Making Best Use Of Teaching Assistants Teaching Assistant Interventions	5
Pupil talk focus with teaching assistants and/or specific speech and language interventions as appropriate.	Evidence shows that high quality classroom talk with a focus on pupil talk can have a positive impact on engagement, progress and attainment. Classroom Talk	5
Training for all class teachers to develop their quality first teaching strategies with the 'Partnership in Neurodiversity in Schools' (PINS) programme.	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	1, 4, 5
MyHappyMind training	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

Nursery Apprentice	Evidence has shown that children's language development benefits from approaches that support communication through talking and non-verbal expression. Communication and Language Approaches	1, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £59,652

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
Additional training in the successful delivery of 1:1 phonics tutoring.	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
Continued implementation of the use of STEM sentences within maths through deploying the mastering number programme as an intervention.	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
Increase in the offer of Breakfast Club.	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 The DfE have shared guidance on how to support attendance issues and persistence absences. Improving School Attendance	4, 6

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

Budgeted cost: £43,280

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
Introduce studybugs as a way of recording absences and provide automatic alerts for children with attendance in particular thresholds.	The DfE have shared guidance on how to support attendance issues and persistence absences. Improving School Attendance	6
Continuation of the use of Place2Be to support children with the most challenging SEMH needs.	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

Total budgeted cost: £174,640

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 2023 to 2024 academic year.

1. All staff feel confident and are competent with supporting generic speech and language needs in the classroom.

Over the academic year, the Better Communication's Team have delivered a number of whole staff training to help the quality first teaching offer we give to all of our pupils such as blank level questioning and colourful semantics. Additionally, they have supported our EYFS staff in a more targeted way by reviewing the nursery Wellcomm data and identifying those children needing extra intervention. They also completed an environmental walk around the EYFS setting and provided our school with suggestions on how children could have support targeted to them in continuous provision. This has allowed the staff to work with Wellcomm in a more effective way.

When it has been appropriate, specialist SALT therapists have delivered training to staff on how to support individual children with developmental language delay as well as how social skills interventions can be delivered effectively to allow children to make progress in their speech and language skills.

This year, the school has also taken part in the Early Identification of Need programme which has strengthened the offer of our quality first teaching strategies and how children can be supported in the classroom.

Welcomm continues to be used as an assessment tool when the children enter the early years setting and specific work is then done with identified children as required. Children higher up the school also take part in a Welcomm assessment to identify possible barriers to learning when concerns have been raised. As a school, we have also continued the use of the Nuffield Early Language Intervention (NELI). The interventions to be delivered based on these results have to be delivered by teaching assistants working within the unit. These interventions will continue to be implemented to support our children with generic speech and language difficulties.

2. Higher attaining disadvantaged children are supported in achieving their intended progress.

During core lessons, each class has a teaching assistant to support the progress made by all children. Within the sessions, teachers direct the teaching assistant to work with particular children who need to ensure they are achieving their intended progress. When working with the children, the teaching assistants reinforce the STEM sentences used to develop their reasoning, problem solving and justification skills. Alongside this, they implement the scaffolding framework to develop pupils' independence in using these strategies effectively.

3. Increase the number of children achieving the expected phonics result with a focus on the disadvantaged children.

In 23-24 we saw a further improvement in our phonics data thanks to the targeted phonics sessions put in place.

Year 1:

- Pass rate of 74.6%, up from 71.1% the previous year.
- 60% of disadvantaged children passed the screening (6 out of 10)

Year 2 retakes:

- Pass rate of 31.3%.

Year 3 retakes:

- Pass rate of 70%.

Alongside the continued implementation of the targeted phonics sessions from the previous year, the school have also worked alongside the English Hub and taken part in RWI development days. These sessions have allowed the school to gain external support on how to further the ability to make rapid progress from the start point of our children alongside developing the leaders ability to create lasting and positive improvements. Within each day's support, the experts have worked with leaders to plan any next steps as well as working with individuals to target their particular areas of development. This has then been monitored and clear improvement is visible in the delivery of both the whole group sessions and targeted tutoring interventions.

4. Support and nurture the wellbeing of pupils to ensure they are ready to learn.

Over the academic year, all staff have taken part in a number of training sessions to better develop their understanding of and strategies to deal with behaviour as a form of communication: Team Teach training, talking behaviour training, behaviour as communication training. These strategies have supported staff in understanding the needs of the child better, particularly when in crisis, and provided them with usable strategies to successfully support them in their self-regulation.

This year, we have decided to extend our breakfast club offer so that it opens from 8am. This has helped us to provide the children with longer in the morning to be ready for learning. A number of activities are on for the children and those who are identified are offered extra support by staff to help them to be ready to learn.

To be able to support a wider bank of children, level 2 TA's continue to be trained in being able to conduct effective meet and greet and/or check out meetings to identify any ways in which we could support individual children in being ready to learn. These are further personalised to meet the specific needs of the children and often link to communications with home to understand better the barriers children have with the coming to school transition.

For specific SEMH needs at a higher level, the school continued to fund the Place2Be project allowing children to work with trained counsellors to support their wellbeing.

5. Increase the articulation and reasoning of children through developed critical thinking and vocabulary.

The fourth year of the Mastery Readiness programme (a four year programme with further support available post programme) was continued this year with the maths leads working alongside a maths specialist and other schools to share good practice. Learning from this was shared with staff at a number of occasions 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. The maths leads have also identified focus areas to move forward now the initial four year programme has been completed.

Teaching assistants have continued to revive training and support in the use of the scaffolding framework as a way to support children's independence in critical thinking. They have also continued to implement the use of STEM sentences to ensure a development in the vocabulary used to explain and expand on answers.

6. Ensure attendance data is inline with national data with a focus on disadvantaged pupils.

Attendance for 2023-2024 whole school 93.4% which was in line with the previous year's increase (93.5%) but slightly below Oldham (94.1%) and the national average (94.6%).

- EAL 92.0%
- FSM 91.4%

- EHCP 92.2%
- SEN support 91%
- LAC 94.1%

The safeguarding and pastoral lead has attended the district and DfE attendance hubs over the year to share good practice and be up to date with any changes to policies, procedures and guidance. Whilst attending the district hubs, she has been able to ensure approaches are streamlined with other local schools and collaborate with them when supporting the attendance of whole families. At these meetings, other external professionals, such as early help, have attended to share the support that can offer along with the local authority attendance officer who the lead continues to work closely with on particular cases. At the DfE hubs, strategies have been shared for how schools have successfully improved attendance in areas similar to ours.

Studybugs has been introduced this year as a way of allowing parents to record any absences. The pre recorded messages have allowed the school to insure reminders and up to date attendance information can be shared with families immediately allowing them to see the impact it is having on children. This has also supported the administrative staff in allowing them to spend more time speaking to the families of identified cases.

Home visits continued to be made to vulnerable pupils and those who are classed as persistent absentees.

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