



2024-25 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.

Overview of the school

Total number of pupils on roll	326
Total number of pupils eligible for PPG and PPG+ (£1480 per pupil) <i>We have:</i> 1 service children receiving £340 each 4 LAC children receiving £2570 each	57
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Pupil Premium Lead	Debbie Mills
Governor Lead	Susan Baines
Statement authorised by	PCP Committee

Funding Overview

Pupil premium funding allocation this financial year Including Post LAC £20,560 & Service children £680)	£110,040
Pupil premium funding carried forward from previous years	£0
Total budget for this financial year	£110,040

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Horwich Parish, we intend to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the right support and provision in place, all pupils can achieve their full potential.

We aim to:

- Remove barriers to learning created by poverty, family circumstance and background;
- Narrow the attainment gaps between disadvantaged and non-disadvantaged children both within school and nationally;
- Ensure all disadvantaged pupils progress rapidly in their learning;
- Ensure that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- Develop confidence in their ability to communicate effectively in a wide range of contexts;
- Enable pupils to look after their social and emotional wellbeing and to develop resilience and have aspirations;
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our aims and overcome identified barriers to learning we will:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils;
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed;
- Make provision for disadvantaged pupils, whilst recognising that not all pupils who receive free school meals will be disadvantaged;
- Recognise that not all pupils who are 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 the school has legitimately identified as being disadvantaged;
- Ensure that 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;
- Provide opportunities for all pupils to participate in enrichment activities including sport, music & performing arts (KS2)
- Provide appropriate nurture support to support pupils in their emotional and social development;
- Review the Pupil Premium strategy annually and the next review will be September 2025.

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

1	Some children's vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.
2	Disadvantaged pupil's opportunities to engage with enrichment and arts based activities is limited – therefore cultural knowledge is poor.
3	Oral language skills for some pupils are low at the start of Foundation class. This hinders reading, phonics and writing attainment in EYFS and KS1.
4	Parental engagement in home reading and homework task routines is varied for disadvantaged pupils, decoding and comprehension skills for some children may be below age related expectation
5	Some children do not complete home learning related to mental mathematics resulting in difficulty recalling mental maths facts
6	Pupils achieve well by the end of KS2 but some disadvantaged pupils do not meet the standard due to gaps in prior knowledge.
7	Attendance and punctuality of disadvantaged pupils is lower than that of non-disadvantaged pupils. Low attendance impacts negatively on academic achievement.
8	Some children do not have stamina and resilience when faced with challenges in their learning.
9	Some children struggle with social skills and emotional understanding preventing positive behaviour choices.

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 met

	Intended Outcome	Success Criteria
1	Due to more focus on vocabulary Pupil's vocabulary has widened and is more varied.	A wider range of vocabulary is evident in everyday conversations with others. Vocabulary in the pupils writing is more varied as evidenced through work scrutiny. Vocabulary is now explicitly taught in every curriculum subject. <i>Evaluation:</i>
2	Pupil access a wide range of activities to improve their cultural capital and their life experiences.	Children will have accessed a number of cultural experiences during the school year, as evidenced through their cultural passports.

		<p>A Horwich Parish bucket list of cultural experiences that we would like all children to experience.</p> <p><u>Evaluation:</u></p>
3	<p>Increased oral literacy skills across school through dedicated sessions linked to oracy activities, games and increased talking opportunities before writing. (Pathways to writing)</p> <p>Children given the opportunity to speak to audiences eg position responsibilities, debate club, cluster debates, mock trials, councils, worship, bible readings, visitor tours etc</p>	<p>Pupil's will feel more confident when speaking to others, when performing speaking sessions and during opportunities to speak in worship and other events. The opportunities & improvement in oracy skills will be evident in class log books, particularly PSHE & Worship logs.</p> <p><u>Evaluation:</u></p>
4	<p>Immersing the children in a rich literacy environment and a daily robust phonics program will ensure all pupils, without other complicating factors, are confident readers by the end of KS1.</p> <p>A focus on fluency throughout school will support confidence in reading.</p>	<p>Tracking data will indicate that pupils are successfully moving through the book bands and are working on age related expectations books in preparation for KS2.</p> <p><u>Evaluation:</u></p>
5	<p>Pupil's mental maths recall improves with a particular focus on multiplication throughout school. TT Rockstars will enhance provision.</p>	<p>Tracking data will indicate that pupil's progress in mental recall is good.</p> <p><u>Evaluation:</u></p>
6	<p>Reduce the gap between disadvantaged and non-disadvantaged pupils in terms of achieving outcomes in reading, writing and mathematics at the end of KS2.</p>	<p>Pupil data at the end of KS2 shows the gap closing for disadvantaged pupils.</p> <p>Progress for all disadvantaged pupils will be evident.</p> <p><u>Evaluation:</u></p>
7	<p>Persistent absence will improve for all disadvantaged pupils</p>	<p>School attendance data indicates a decrease in persistent absence for disadvantaged children and the gap compared to national attendance data decreases.</p> <p><u>Evaluation:</u></p>
8	<p>Consistent high expectations by all staff will show behaviour improves alongside social and emotional understanding.</p> <p>All staff will engage with strategies from "When the adult changes, everything changes" Paul Dix on behaviour & culture.</p>	<p>SLT & wider SLT including the behaviour lead will report to Governors and will indicate developments and progress in EBD. All staff will be role models and lead on behaviour. A uniform and consistent approach to behaviour will be clearly evident.</p> <p><u>Evaluation:</u></p>

9	Develop resilience and stamina to complete learning tasks will improve	Growth mindset will play a large part in encouraging a change in mindset towards tasks over time and children will be more resilient. <u>Evaluation:</u>
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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: Budgeted cost = £0 (assumes Aut 1 costs continue all year)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Daily continued use of the Rosenshine principles & retrieval strategies	EFF toolkit – Metacognition and self-regulation +7 months impact	6	No cost
Individual & class impact plan for each disadvantaged pupil	Teacher`s are aware of individual learning needs of disadvantaged pupil`s within their class.		No additional cost

Targeted academic support: Budgeted cost £30,971.20

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
1:1 support in mathematics for disadvantaged children	EFF toolkit – One to one tuition +5 months impact	6	Third Space £10,368.00
1:6 support in mathematics	EFF toolkit – Small group tuition +4 months impact	6	£6833 (includes BM,CM,AO)
Bespoke individual reading plus x 3 per week	EFF toolkit – One to one tuition +5 months impact	6	£2550.00 (This is the cost of the license for the 12 months)

1:6 intervention in writing with class teacher for 45 minutes after school for 24 weeks	EEF toolkit - Extending school time +3 months impact	6	24 x 45 min sessions x 12 CT's Cost taken out of directed time £9355.20
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Wider strategies: Budgeted cost £21,373.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Additional cultural capital opportunities for all children; subsidised as necessary for children who are disadvantaged.	EEF toolkit – Arts participation +3 months impact	2	£5 000
Cultural passports for DAP children	EEF toolkit – Arts participation +3 months impact	2	£300
Part fund educational visits including residential visits	EEF toolkit – Arts participation +3 months impact	2	Dependent on number of pupils. No request to part-fund the Kingswood trip
Reception & KS1 Learning conference for parents and carers with workshops related to supporting children at home with oracy, reading and mental mathematics	EEF toolkit – Parental Engagement +4 months impact	3, 4, 5, 6	Internal
Learning conference for parents and carers with a workshop related to Online safety	EEF toolkit – Parental Engagement +4 months impact	2	£150
Increased PE opportunities with Key PE coaches	EEF toolkit – Physical activity +1 months impact	6, 7	Sports funding £10,007
Bolton behaviour support service Including peer mediation with y5 & y6	EEF toolkit – Social and emotional learning +4 months impact	2, 6	£3675 24/25 SLA
Pastoral lead working with individual and groups of children to support them with anger, improving self-esteem and self-	EEF toolkit – Social and emotional learning +4 months impact	2, 6	£33,390.49 (includes 28% on costs)

worth or in making positive choices. Pastoral lead also supports parents and families in crisis with early help forms			
Continue to monitor attendance for disadvantaged children and work with families to improve overall attendance and punctuality	EFF toolkit – Parental Engagement +4 months impact	7	£1236 (x1 afternoon a week JL x 39 weeks includes 28% on costs

Total budgeted cost: £72,273.00

Part B: Review of outcomes in the previous academic year

Number of pupils and pupil premium grant (PPG) received for 2023/24	
Total number of pupils on roll	321
Total number of pupils eligible for PPG	58
Total number of pupils eligible for PPG+	58

Pupil Premium Strategy Outcomes This details the impact that our pupil premium activity had on pupils in the 2023 – 2024 academic year

Attendance

	23/24
FSM	93.3%
No FSM	95.5%

Attendance of those children with FSM is below that of no FSM children again this year but the gap is closing. FSM and non FSM attendance is monitored weekly and we have some weeks when FSM attendance is higher than non FSM.

- A free place in Breakfast club for one disadvantaged pupil has been available all year and only taken up in the second half of the summer term. Attendance for 20/22 was 91.8%, 22/23 it was 92.8% and 23/24 it was 93.3% for FSM pupils.

- FSM children was monitored weekly and picked up individually by Mrs Lindsey and Mrs Mills as necessary.

Data

- 71% from 30% most deprived (home postcode) achieved a GLD in reception compared to 59% in Bolton
- KS2
 - 75% achieved ARE in reading compared to 66% in Bolton & 63% national
 - 56% achieved ARE in writing compared to 63% in Bolton & 59% national
 - 50% achieved ARE in Maths compared to 66% in Bolton & 59% national

Well-being

- 23 disadvantaged children accessed nurture provision in 23/24 with their mental health improving (Mrs Cheetham`s and Mrs Ogolviess groups /Children`s changing places nurture group)
- The Lighthouse Club supports PP children by helping them with homework, reading and spelling work whilst they were in wrap around care.
- One child received funding for music tuition in school

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd
Pathways to writing	Pathways to writing
PurpleMash	2simple
Literacy shed	Education Shed Limited
My Maths	Oxford University Press
Floppy phonics	Oxford University Press
Phonics	Phonics Play ltd
Picture news	Picture news
Tapestry	The Foundation Stage Forum Ltd
Music program	Kapow
Digimap	University of Edinburgh
White Rose Maths	White Rose
Grammarsaurus	Grammarsaurus
Spelling, grammar and punctuation	Spag.com

Third Space Learning-maths programme	Third Space Learning
Reading Plus reading Programme	Reading Plus solutions
Kapow	Kapow
Natre	Natre