SS Simon and Jude CE Primary School ~ Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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	SS Simon and Jude CE Primary School
Number of pupils in school	Rec to Year 6: 508 pupils
Proportion (%) of pupil premium eligible pupils	34.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2024 2024-2025 2025-2026
Date this statement was published	30.11.23
Date on which it will be reviewed	01.12.26
Statement authorised by	Miss Katie Jones: Principal
Pupil premium lead	
Governor / Trustee lead	Mrs Alex Johnson: Chair of Local Advisory Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,760
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*	£278,760

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an education system where every child can thrive, regardless of their background or the challenges they face and make good progress from their starting points across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils which can prevent pupils from flourishing, such as those pupils who have a social worker; pupils who are new to the country and pupils who speak little or no English. The intended outcomes that have been identified also aim to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our support as it is proven that highly effective teaching raises pupils' outcomes. This is a factor that we can control thus impacting on closing the disadvantage gap and at the same time benefitting all pupils. We also aim to support pupils' health and well-being in order to ensure the conditions for learning are as such that all pupils can access learning effectively.

Our approach will be responsive to common challenges and individual needs, rooted in rigorous diagnostic assessment, rather than assumptions about the impact of disadvantage. The approaches adopted will become embedded in our policy and practice to enable pupils to excel.

To ensure these approaches are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- ensure teaching and learning opportunities meet the needs of all pupils, intervening when and where appropriate.
- ensure all pupils' needs, in terms of learning and wellbeing, are assessed and addressed appropriately in a timely manner.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils and staff indicate underdeveloped levels of vocabulary and oral language skills, particularly within EYFS and pupils who are new to school. This is more prevalent among disadvantaged and vulnerable pupils.
2	Assessments, observations and discussions with pupils and staff suggest disadvantaged pupils and vulnerable pupils have greater difficulty with phonics then their peers. This negatively impacts their development as readers and writers.
3	The changing context of school has resulted in an increasing number of pupils with limited or no English which impacts on their access to the wider curriculum.
4	Observations and discussions with pupils and families have identified emotional issues for some pupils, notably due to the devastating fire at SSSJ which resulted in pupils accessing learning in four different temporary community venues prior to moving into SSSJ Educational Village.

5	Observations and discussions with some pupils indicate an underdeveloped understanding of subject specific content. This is particular evident for pupils who are new to English and disadvantaged.

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
Improved levels of vocabulary and oral language skills among disadvantaged and vulnerable pupils.	Assessments and observations indicate significantly improved vocabulary and oral language which impacts on communication and language within EYFS, and both reading and writing attainment across the primary phase. This is evident when triangulated with other sources of evidence: pupil interviews, monitoring of books, learning walks and ongoing formative assessment.
Improved % of pupils applying their phonic knowledge to read fluently at an age-appropriate level.	DFE validated Systematic Synthetic Phonics (SSP) scheme is embedded within school, resulting in the vast majority of pupils reading fluently at an age-appropriate level by the end of 2025/2026.
Improved language acquisition for pupils new to English and for pupils with English as an additional language.	Pupils make significant progress from their starting points in their proficiency of the English language as evidenced within their EAL pre and post assessments, enabling pupils new to English to access the wider curriculum.
To achieve and sustain improved wellbeing for all pupils.	Sustained high levels of wellbeing demonstrated by: qualitative data from pupil voice and parent voice; observations; increase in participation of targeted pupils in wider curriculum activities.
Knowledge gaps in learning are effectively addressed resulting in pupils knowing more and remembering more.	Learning and teaching in all classes addressed gaps in pupils' knowledge linked to identified end points.

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: £128,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Elklan communication friendly school refresher training to improve language, vocabulary and oral communication skills across the school curriculum. Effectively use the evidence store as a training tool to develop pupils' communication and language. Training for staff linked to the teaching of vocabulary including the use of a range of strategies. Training for staff linked to the development of writing and application of language and vocabulary. Develop effective us of Olex AI to assess pupils' writing and to provide individual feedback.	There is a strong evidence base that suggests oral language intervention, including dialogic activities such as high quality classroom discussions, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF EEF | Communication and Language (educationendowmentfoundation.org.uk) 'The Bercow review of services for children and young people' stated that early identification and intervention are essential. One of the recommendations from this report was 'skilling the wider workforce to identify need'. Elklan 'Speech and language support' trains practitioners to identify the needs of the pupil and gives them practical strategies to enable them to support pupils more effectively. To achieve accreditation, learners complete a portfolio of evidence which demonstrates use of activities and strategies explored during the course. This encourages practical application leading to change in practice.	1,3,5
Continue to implement Read Write Inc. Phonics, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, resulting in pupils reading fluently. Purchase Fresh Start programme for pupils in Y5/6 to secure reading fluency for all. Provide high quality CPD for staff through coaching, mentoring and modelling through assigned reading leader and RWI development consultant. School to fund the release of the Reading Leader.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction: Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	2

Fund release time for reading leader and identified staff to attend CPD delivered externally. Training for staff linked to the teaching of reading comprehension including the use of a range of strategies. Training for staff to ensure phonics / reading assessments are interpreted correctly. Reading leader to attend remote progress meetings with external RWI consultant.	When used effectively, diagnostic assessment assessments can indicate areas for development for individual pupils, or across classes and year groups. Diagnostic_Assessment_Tool.pdf	
Purchase of standardised diagnostic assessments and gap analysis (MARK assessment tool). Training for staff to ensure assessments are interpreted and administered correctly linked to the new Pupil Data Reviews. Implement Pupil Data Reviews which provide a regular timetabled forum for analysis and discussion linked to the factors that have supported pupil progress as well as identifying actions to overcome any barriers to learning.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	5
Embedding whole school approach to teaching and learning through the development of policy and practice. Implement Learning in Action reviews to promote professional collaboration between colleagues and provide bespoke CPD based on own needs. Staff to self-evaluate own practice to identify and address barriers to pupil progress. Release time for teachers and Senior leaders will be funded (pre/during/post release time). Fund teacher release for identified staff to complete NPQ Leading Teaching. Fund subject leader release time to embed key aspects of teaching and learning across all curriculum areas. Fund subject leader release to attend Trust wide CPD via curriculum hub meetings (English, Maths, Science, IPC, Early Years, Art, SEND, Music)	There is evidence to suggest that collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment: Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk)	1,2,3,5

Enhancement of the SEL approaches. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Assigned staff members to attend Mental Health First Aid training and disseminate to staff. Purchase SEL resources to provide targeted and timely interventions for pupils.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peer):EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	4
Implement revised learning review meetings with each pupil. We will fund teacher release time in order to meet individually with pupils regularly to review their learning. This is for pupils to receive clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils: Feedback | EEF (educationendowmentfoundation.org.uk)	1,2,3,5

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

Budgeted cost: £103,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase LBQ including Wayfinder for Key stage 2 pupils to provide targeted support to pupils to impact on learning within the classroom.	LBQ helps schools provide greater depth and pupil intervention. It provides targeted activities and gap analysis. It raises attainment and reduced teacher workload. It can also boost engagement and pupil confidence.	5
To provided targeted speech and language therapy programmes for identified pupils throughout school both within small groups and on a one to one. **These are to include:** - Employing a speech and language therapist to support identified pupils in Reception. Along with additional sessions with school-based TA.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk) Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills: Communication and language approached |	1,3,5

- Delivering NHS devised programmes on a one to one. - WELLCOMM assessments and follow up interventions in Nursery and Reception. - Purchasing small group language and communication interventions delivered by Woodbridge.	EEF Early Years Toolkit (educationendowmentfoundation.org.uk) EEF | Communication and Language (educationendowmentfoundation.org.uk)	
Additional phonics sessions/ fast track tutoring targeted at disadvantaged and vulnerable pupils throughout school who require further phonics support. Implement Fresh Start programme with targeted pupils in year 5 and year 6.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Engaging with Reading plus programme to provide one to one/small group tuition for pupils. A significant proportion of the pupils who receive this intervention will be disadvantaged or vulnerable, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be effective method to support low attaining pupils or those falling behind, both one to one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	
Continue to implement iThrive mentoring to support pupils who have difficulty accessing learning through emotional issues, using the Thrive approach to support the management of their own behaviour.	Social and emotional interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning: Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	4
Targeted interventions following diagnostic assessments and gap analysis.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF The evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. High- quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf (educationendowmentfoundation.org.uk)	1,2,3,5

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

Budgeted cost: £54,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school involvement in redeveloping the behaviour policy to align with the new teaching and learning policy with the aim of positively impacting on pupil's wellbeing.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peer): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	4
Enhancing wider opportunities throughout school	EEF toolkit suggests that enrichening education has intrinsic benefits. They think all pupils including those from disadvantaged backgrounds deserve a well-rounded culturally rich education. The DFE states: Giving young people the opportunity to try new things and develop new skills can be hugely beneficial. It can help children to grow in confidence, expand their understanding of the world around them, or introduce a hobby or passion that could last for years to come.	4
Host parental workshops to support parents in helping their children learn at home. Fund the release of staff to deliver the workshops.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Parental engagement | EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Host Early Years workshops linked to each area of learning: PSED, PD, Literacy, Maths, Communication and Language. Fund the release of staff to deliver the workshops.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Parental engagement | EEF (educationendowmentfoundation.org.uk) Parental engagement in early years education is consistently associated with children's subsequent academic success. Parental engagement | EEF Early Years Toolkit (educationendowmentfoundation.org.uk)	1,2,3,5
Host showcase learning events where parents attend school to discuss	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate	4,5

pupils' learning. Pupils to lead discussions with parents.	some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Parental engagement | EEF (educationendowmentfoundation.org.uk)	
Attendance officer / pastoral support worker to analyse attendance of different vulnerable groups. Embedding principles of good practice set out in DFE's Improving School Attendance. Attendance officer to follow school policy, contacting parents with first day phone calls etc. Fund the release of a senior leader to hold weekly meetings with the assigned attendance officer.	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Contingency fund for acute issues.	Based on our recent experience, school has identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £286,478

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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we also compare their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged.

The data demonstrates that at the end of Key Stage 2 in Reading, Writing and Maths combined, disadvantaged pupils attain above that of national averages. The gap between disadvantaged and not disadvantaged is closing over time at the expected standard.

Reading data for disadvantaged pupils has improved over time and is now broadly in line with national averages. The gap between disadvantaged and not disadvantaged is closing.

Writing attainment for disadvantaged pupils is above national averages. Not disadvantaged pupils performed below national averages resulting in the gap between both groups closing.

Attainment in Maths for disadvantaged pupils is significantly above national resulting in the gap between disadvantaged and not disadvantaged closing.

Disadvantaged pupils at the end of Early Years achieved above national averages for all goals and for good level of development. However, not disadvantaged pupils underperformed against national resulting in the gap between them closing. The percentage of disadvantaged pupils achieving the expected standard in communication and language is above national averages. This is also the same for personal, social and emotional development.

Attainment in phonics at the end of year 1 has seen a significant improvement over time resulting in disadvantaged pupils performing above national averages. However, the gap between disadvantaged and not disadvantaged has widened. At the end of KS1, the gap between disadvantaged and not disadvantaged is closing.

We have also drawn on school data and observations to assess wider issues impacting on disadvantaged pupils' performance, including attendance.

Attendance for the academic year 2024–2025 sits at 93.8% which is 1% less than the national average at 94.8%. For pupils with FSM (93.5% Nat 92.2%) and pupils with SEND (93.9% Nat 92.3%) attendance was higher than national. For pupils with no FSM (94.1% Nat 95.8%) and pupils with no SEND (93.8% Nat 95.4%) attendance was lower than national. Persistent absence (PA) sits at 18.4% which is 5.8% greater than the national average at 12.6%. Analysis of PA data shows that the greatest cause of absence is illness (8%) followed by unauthorised extended leave (G code 3.8%) and unauthorised absence (O code 1.4%). Attendance recording and reporting is managed well by the Pupil Welfare manager and school now engages with support from the assigned key worker within Bolton Council. Clear systems and procedures are followed consistently resulting in all stakeholders being aware of attendance expectations. Attendance at extracurricular clubs is rigorously monitored across each term. 90% of disadvantaged pupils attend clubs after school.

Based on all this information above, the performance of our disadvantaged pupils met expectations in terms of national averages. This academic year school will focus on embedding practice so disadvantaged pupils continue to perform at least in line with national averages.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium or recovery premium. That will include: • *Offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on further developing on building life skills such as confidence, resilience, and social skills. Disadvantaged pupils will be encouraged and supported to participate.* • *Offering a breakfast club before school in order to ensure disadvantaged pupils are ready for learning.* • *Pupils are empowered to take on positions of responsibility and make a positive contribution to the leadership of the school i.e. school ambassadors, worship committee, school council including eco committee.*