

Rishton Methodist Pupil premium strategy statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	43%
1	2024 to 2027
Date this statement was published	1.11.24
Reviewed:	1.11.25
Next Review:	1.11.26
Statement authorised by	Mrs D.Higgins (Headteacher)
Pupil premium lead	Mrs D.Higgins
Governor / Trustee lead	Mr L.Noon (C of G)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	104,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	n/a

Part A: Pupil premium strategy plan

Statement of intent

To support our disadvantaged pupils, we intend to do the following:

- Remove barriers to learning and create ambitious, motivated and resilient pupils who 'Rise up, take courage and do it.'
- Equality of opportunity
- Improve future life opportunities and create potential for social mobility, through opportunities for engagement and wide-ranging experiences develop to allow our children to thrive. Develop individual interests and talents through targeted academic support.
- Alongside our broad provision, which is embedded across school, to support pupils' well-being and their social, emotional and physical development. We also ensure carefully plan visits and visitors, extra-curricular activities such as clubs, competitions and experiences. We ensure all pupils are happy and engaged in their learning, by providing a rich, diverse and progressive curriculum. We strive for the highest academic standards, aspiring for excellent progress for all. We have the highest expectations for all of our pupils to ensure they achieve their full potential. We are committed to preparing them for the next stage in their education, by developing the 'whole child' through a holistic approach.

Challenges

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

Challenge number	Detail of challenge
1	Increased risk of poor attendance, persistent absenteeism and poor punctuality.
2	High percentage of children and their families require support through a complex, multi-agency approach.
3	A significantly high number of children entitled to Pupil Premium Grant access Free School Meals and the adversity that this indicator equates to such as, poor diet, lack of sleep, dental decay, obesity, lethargy.
4	49% of children entitled to Pupil Premium Grant have identified Special Educational Needs, with the primary need mainly being Cognitive and Learning, closely followed by SMEH (Social, Emotional and Mental Health.)
5	A significant number of children display behaviours which need regulating due to a range of adverse childhood experiences and interruptions to social and emotional development.
6	Increased risk that pupils access a limited number of life experiences outside of school and have few opportunities to develop new skills. As a result, children's

	understanding of culture, and the world, is underdeveloped, creating a barrier to learning.
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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
1	Improved levels of attendance and punctuality	<p>An increased number of PPG children will have sustained attendance of 96% or more</p> <ul style="list-style-type: none"> • Persistent absenteeism will reduce for PPG pupils • Overall attendance of PPG pupils will be in-line with that of all children • Improved levels of punctuality for PPG pupils, to maximise learning time
2	Families are flourishing independently, with less intervention from external agencies	<p>Percentage of families requiring support from external agencies reduces</p> <p>Families engage well with school.</p> <ul style="list-style-type: none"> • Families require shorter periods of intervention • Families are confident in applying the strategies learnt through intervention, such as 'Triple P', reducing the need for referrals.
3	A greater number of our children and their families display a healthier lifestyle	<p>Children arrive at school ready to learn</p> <ul style="list-style-type: none"> • Lower percentage of children who have been identified by health professionals as needing support around health. • Higher percentage of children bring a 'healthy lunchbox' • Less children require dental intervention due to tooth decay • Greater number of children participate in extra-curricular sports clubs
4	Children with special educational needs thrive and achieve their full potential.	<p>Clear and consistent approach to identification of children with special educational needs</p> <ul style="list-style-type: none"> • A graduated approach to supporting children with special educational needs, including working with a range of external agencies and partners, where needed. • All children, with special educational needs, achieve their targets, through intervention and high-quality teaching • All children identified as having social and emotional needs, are supported through a Trauma- Informed approach and also receive support from our pastoral team as appropriate.
5	Children in need of a personalised Trauma-Informed Approach from	Reduction in the number and frequency of children displaying unregulated behaviours

	our staff, pastoral team and/or external agencies demonstrate improved levels of social and emotional learning, and an improvement in the ability of emotional self-regulation.	<ul style="list-style-type: none"> • Improvement evident in children’s ability to self-regulate their emotions, resulting in a reduction of the number of displayed behaviours. • Improved relationships at playtimes and lunchtimes • Individual children with personalised trauma informed approach show good progress towards their individual targets. • Pupils say they are happy in school and can talk about how they self-regulate • Improved attendance and punctuality data
6	Pupils experience a rich, diverse and progressive curriculum	<p>Every child in school will access a rich, diverse and progressive curriculum</p> <ul style="list-style-type: none"> • All disadvantaged pupils will access extra-curricular activities • All children will access a range of opportunities, and activities over the school year.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Little Wandle Phonics</i>	EF states that Phonics has a positive impact overall (up to +5 months over a year) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds	4, 6

<i>Little Wandle Reading Practice</i> <i>High quality home reading books to support the development of early reading</i>	EEF studies show that Parental engagement has a positive impact on average of 4 months' additional progress.	2, 4, 6
<i>Little Wandle Training via St John Vianney English Hub x 6 per year CPD Sessions providing reading leader/English leader training .This is then used for on-going CPD for all teachers and teaching assistants across the whole school.</i>	EEF Effective Professional Development document states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	4, 6
<i>Teacher CPD across the curriculum</i>	EEF states, 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.'	4, 5, 6

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

Budgeted cost: £24,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EEF Speech and Language Link Study</i>	EEF evidence states that oral language intervention can produce up to 6 months extra progress, over the course of a year.	2, 5, 6
<i>Early Reading - Phonics</i>	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 5, 6
<i>Reading Practice</i>	EEF evidence states small group tuition can produce up to 4 months extra progress, over the course of a year and reading comprehension strategies are high impact on average (+6 months).	2, 5, 6
<i>Interventions 1:1 and Group</i>	EEF evidence states this can create up to an additional 4 months progress, over a course of a year. It is important to ensure this support supplements rather than replaces quality first teaching	5, 6

<p><i>SEND Specific Teaching and Learning plans inform carefully devised provision, which includes advice, strategies and programmes from external agencies, such as SALT, Educational Psychologists, Specialist Teachers, Children Champion Service, IEST, (inclusion and engagement support team).</i></p>	<p>EEF evidence states that teaching assistant intervention has a positive effect of plus 4 months progress, over the course of the year.</p>	<p>2, 3, 5, 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 59, 050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance Support</i></p> <ul style="list-style-type: none"> • Personalised attendance support • Consistent implementation of the Attendance Policy and Procedures • Inventory sign in system • SIMS in the classroom • Family Support Worker and Pastoral Support Worker working closely with families to help overcome barriers to attendance and punctuality • Whole school attendance initiative. • Named member of SLT and pastoral team to oversee monitoring of attendance. • Engagement with the LA Attendance Officers 	<p>Regular attendance at school means that pupils can make the most of their education. Regular attendance also helps in developing a child's social skills, such as making and developing friendships. Regular and punctual attendance patterns will help prepare children when they enter the world of work. The link between attendance and attainment in school is clear. The more a pupil is in school the more they increase their opportunity to fulfil their potential.</p>	<p>1, 2, 3</p>

<p><i>Investment in OPAL (outdoor Play and Learning)</i></p> <ul style="list-style-type: none"> Children in OPAL schools learn to self-regulate through practice, trust and freedom. Physical activity - all children, including girls, SEN and non-sporty children are significantly more active. Mental well-being - research shows OPAL children are happier and self-reporting improved mental health. Extensive staff training to be a Trauma Informed Approach School. 	<p>Maslow's 'Hierarchy of Needs' shows that pupils must have their safety needs met before they are able to succeed in any environment. EEF studies show that Parental engagement has a positive impact on average of 4 months' additional progress. EEF studies show that behaviour interventions have a positive impact on average of 4 months' additional progress.</p> <p>Trauma Informed Lancashire state that 'People that have suffered traumatic experiences may need the information broken down to small chunks, have them written down, or may need advice to be repeated (as concentration and memory can be a problem). The volume of information, rules and appointments in navigating systems and services can be a real challenge.'</p>	<p>1, 2, 3, 6</p>
<p>Partnership with external Wellbeing services such as Listening Tree, Lancashire Educational Psychologists, SEND Services SLA with Lancashire, partnerships with 'Let's Move' Hyndburn.</p>	<p>EEF studies show that social and emotional learning (SEL) interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions, rather than focusing directly on the academic or cognitive elements of learning, and can have a positive impact of 4 months. EEF studies also show that behaviour interventions aimed at reducing a variety of behaviours, from low level disruption to aggression, violence, bullying and general anti-social activities, have a positive impact on average of 4 months' additional progress.</p>	<p>1, 2, 3, 5, 6</p>
<p>Carefully planned enrichment, extra-curricular and experiences for all children These include: enrichment through trips and visitors, wider opportunities, including music and sport, and theatre, lunchtime and after school clubs and residential</p>	<p>EEF studies show that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. They can also offer a route to re-engage older pupils in learning. (+3 months) EEF studies</p>	<p>3, 4, 6</p>

trip. enhance and develop cultural capital.	show that physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. (+1 month)	
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Total budgeted cost: £ 104,835.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023 marked the end of the previous strategy coming to an end which was put in place in 2021 by a previous leadership team and head teacher. The new strategy was put in place in 2024 and will run to the end of 2026.

The focus areas and review of the previous strategy is as follows:

Disadvantaged children will 'close the gap' in attainment to non- disadvantaged pupils on reading, writing and maths.

To improve and sustain social and emotional well-being for disadvantaged pupils and their families.

There will be increased promotion and development in language skills and vocabulary use across all year groups.

Outcomes:

Baseline entry results are showing a trend of lower starting points, and children having greater emotional needs.

End of 2023 - **EYFS**: Prime areas development = 71.4%

End of 2023 – **EYFS** Communication and language = 71.4%

2023 End of KS1 data:

Reading = 68.1%

Maths = 68.1%

Writing = 45.5%

2023 Year 1 Phonics = 77%

2023 End of KS2 data All Pupils :

Reading: 69.6%

Writing: 78.3%

Maths: 87%

GPS: 60.9%

End of Key Stage 2 SEN/ All Pupils achieving ARE or ARE+

Reading SEN 57% All pupils 75%

Maths SEN 71% All Pupils 94%

Writing SEN 29% All pupils 100%

End of Key Stage 2 FSM/ All Pupils achieving ARE or ARE+

Reading FSM 82% All pupils 58%

Maths FSM 73% All Pupils 100%

Writing FSM 64% All pupils 92%

Combined FSM 55% All pupils 58%

Attendance and Wellbeing:

5.4% total absence – slightly below Lancashire

1.5% unauthorised – equal to Lancashire

16.2% Persistent absence – Lancashire 14.4%. (Previous year was 23%)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider