

Pupil premium strategy statement 2024/25

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Haslam Park Primary School
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (Detail covers 2023-2024)	2022-25
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Kati-Anne Roughley
Pupil premium lead	Kati-Anne Roughley
Governor / Trustee lead	Sam Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 248, 640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding for this academic year	£
Total budget for this academic year	£ 248, 640
Allocated funds	£234, 320

Part A: Pupil premium strategy plan

Statement of intent

At Haslam Park Primary, we believe that each child has the capability to become a “change-maker” in the world, whether this be in their own family, their local community or wider world.

As such, we aim to support all children in developing the values, skills, knowledge and understanding to enable them to achieve this status. Where children are from disadvantaged backgrounds, it is vital to ensure that the provision we put in place also helps to fully address any barriers to learning that they encounter due to their home circumstances.

In order to do this, it is important that children from disadvantaged backgrounds receive carefully targeted support based on a secure knowledge and understanding of the barriers to learning they face.

At Haslam Park we always aim to identify these barriers at the earliest possible point and immediately put in place highly effective support programmes based on research from the Education Endowment Fund and others. These programmes are regularly reviewed in order to ensure that they are having the best outcomes for all children, including the non-disadvantaged.

- Adjustments are made “in year” as required.
- Our Pupil Premium strategy dovetails seamlessly with our overall curriculum intent and should be understood within this context.
- Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through for pupils whose education has been worst affected by the Covid-19 pandemic, including non-disadvantaged pupils.
- The barriers to learning set out below reflect some deep -seated socio-economic issues which do not lend themselves to “quick fixes”. For example, a low level of cultural capital or highly limited vocabulary cannot be “fixed” with one intervention alone.
- Therefore our strategy aims to use our pupil premium money to “bear down” on these barriers consistently over a number of years as a longer term investment in the academic future of our children.
- Barriers to learning

- A, Narrow experience of life outside school – low cultural capital
- B, Poor early speech and language development
- C, Speaking, reading and writing problems reflecting English as a second language.
- D, Very low baseline attainment on entry into Reception across all areas of learning, but especially social, emotional and personal development and communication.
- E, Parental disengagement / low aspirations/ misplaced ideas around ways of learning
- F, Limited access to high quality reading materials outside school
- G, Attendance and punctuality issues
- H, Safeguarding and emotional barriers
- I, Children with Special Needs whose learning issues are compounded by some of the above
- At Haslam Park, we have found that these factors contribute significantly to children not learning to read easily or quickly and that disadvantaged children need to build resilience in learning and a self-belief and self-confidence that learning is something in which they can succeed. Our Pupil Premium spending is heavily directed at such intervention programmes.

Challenges

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

Challenge number	Detail of challenge
A	Narrow experience of life outside school – low cultural capital
B	Poor early speech and language development
C	Speaking, reading and writing problems reflecting English as a second language.
D	Very low baseline attainment on entry into Reception across all areas of learning, but especially social, emotional and personal development and communication.
E	Parental disengagement / low aspirations/ misplaced ideas around ways of learning

F	Limited access to high quality reading materials outside school
G	Attendance and punctuality issues
H	Safeguarding and emotional barriers
I	Children with Special Needs whose learning issues are compounded by some of the above

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
Progress in Reading	Achieve at least national average progress scores in KS2 Reading
Progress in Writing	Achieve at least national average progress scores in KS2 Writing
Progress in Maths	Achieve at least national average progress scores in KS2 Maths
Phonics	Achieve at least national average expected standard in PSC
Attainment in EYFS	Achieve at least national average GLD in EYFS
Attainment in KS1	Achieve at least national average attainment scores in R,W,M
Other	Ensure attendance of disadvantaged pupils is 98%(L.A.average)

Activity in this academic year

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

Teaching

Budgeted cost: £195, 378

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish smaller class sizes across the school supplemented by small group interventions for disadvantaged pupils falling behind age-related expectations in Reading, staffed by senior members of teaching staff. £190, 828	Reducing class sizes has a positive effect (+2mths of progress). This allows the teacher to have higher quality interactions with pupils, and allows the quality and quantity of feedback to be much improved(+6mths of progress)	B,C,D,E
Working with thinking matters to embed strong knowledge of metacognition and the science of learning £ 1,000	The impact of metacognition and self-regulation is high (+7mth of progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.	A,E
Work with the maths hub .Purchase White Rose Maths textbooks and electronic teaching subscription to embed Teaching of Mastery across all year groups £3050.	Mastery approach aims to ensure all pupils have mastered key concepts before moving on to the next topic (+5 months of progress)	C,D,E,G,H,I
Early reading and phonics £500 to supplement school reading books £ to subscribe to Phonics Tracker	Phonics has a positive impact overall (+5moths progress) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds	A,B,C,D,E,F

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

Budgeted cost: £9,355.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription services for children to access online learning. TT Rock Stars Spelling Shed Literacy Shed Cgp+ £1,115.82	An estimated 370,000 disadvantaged children are benefitting from Times Tables Rock Stars. The most recent speed data from TTRS on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.	A,B,C,D,E,F
Speech and language and Narrative therapy. Speech and language therapist: £9240	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.	B,D

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

Budgeted cost: £29,586.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Officer £27026.95	This role is important for pupils and families to resolve issues of poor attendance. They overcome barriers to learning to help parents support their children's learning. Research has shown good parental involvement can lead to improved academic achievement, improved attendance, improved behaviour and improved mental health	A,B,C,D,E,F,G,H,I
Supplementing breakfast club and additional food offers £1,000	Food deprivation is high for some disadvantaged families at Haslam Park. Magic Breakfast and other organisations allow us to supplement the amount of food that children have access to both inside and out of school.	H

	Magic Breakfast Research shows hungry children do not perform as well.	
Forest Schools £1,560 for cover for forest school lessons to take place	Forest School can increase a child's confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment. This motivation can have a positive impact on attitude to learning in school. In school evidence shows that Forest School can enhance cultural capital as well as providing emotionally positive experiences for children.	A,B,H
Behaviour rewards	Children who are in school do better than children that are at home. We are able to safeguard children more effectively as well as ensure that they are receiving the benefits of the excellent quality education available at Haslam Park Primary School.	G

Total budgeted cost: £ 234, 320

Next review date: October 2025

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes review 2024-2025

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 compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

IN EYFS our disadvantaged pupils outperformed non disadvantaged pupils at GLD.

In the year One Phonics screening test, our FSM eligible pupils outperformed similar pupils considerably at a National and local level. Our disadvantaged pupils performed better than non-disadvantaged pupils at a school, local and national level at both year one and the end of key stage one. This represents strong outcomes and means that we will continue with our SSP approach.

Our LA produced data pack Sep 2024 showed that the performance of our disadvantaged pupils at Key Stage one was better than that of local and National schools in Reading, Writing and Maths. Disadvantaged pupils outperformed non disadvantaged so the targets and actions above will remain in place for these children as they have shown that they are having a clear impact.

At the end of Key Stage Two in a buck of our data trend, our disadvantaged pupils performed broadly in line with our non-disadvantaged pupils in R,W,M combined. There were significant cohort specific issues with this cohort, and having reviewed our methods we are confident that the progress data demonstrated by this cohort, shows that our methods are effectively driving excellent progress. Our disadvantaged pupils performed slightly better than disadvantaged pupils nationally again as in previous years.

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

Based on all the information above, the performance of our disadvantaged pupils exceeded/met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that additional teachers have had a positive impact on attainment and progress data across EYFS/ KS1 and KS2.

Attendance remains a focus across all groups of pupils in particular our disadvantaged pupils. Despite daily phone calls, collecting children, supporting with transport, following the appropriate fining systems, extremely low cost breakfast club, detailed meetings and individualised support for all poor attenders, the impact of Covid -19 including extended holidays to home countries and fear around minor illnesses mean that this area remains the highest of priorities for us this year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to demonstrate how important it is that our work in these areas remain a focus. The data for highest 30% deprivation is high across our school. No class is below 91% and all but one class is 95% or above in this area of measurement. We use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Mental-wellbeing through sport	Ed-start
X Tables Rockstars	TT Rockstars
Speech and Language Therapists	Bolton Council
Data analysis	Aspire
Behaviour and Nurture Support	Education Services
Sport and leadership opportunities	Manchester United Foundation
Spelling support	Spelling Shed