



## Stalyhill Junior School PPG Impact Statement 2024-25

| School context                                            |                                       |                    |
|-----------------------------------------------------------|---------------------------------------|--------------------|
| Total number of pupils eligible for pupil premium funding | Number of looked after children (LAC) | Number of post-LAC |
| 31                                                        | 1                                     | 0                  |

Stalyhill Junior School – The three key objectives (for Rationale, please see intended spend document).

- ✓ **Development of Teaching:** *All children in receipt of PPG funding will receive high quality teaching*
  - ✓ **Targeted Academic Support:** *to develop further the range of interventions and the explicit teaching of support strategies to ensure PP pupils in all years make progress in line with or exceeding the progress of their non PP peers.*
  - ✓ **Wider Strategies:** *Children in receipt of PPG funding are provided with strategies and support to manage their emotional regulation, wellbeing and social skills.*
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| Review of the 2024-25 academic year                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Total pupil premium allocation for 2024-25: £47872<br>Actual spend for 2024-25: £47872                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                              |
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| Objectives                                                                        | Summary of expenditure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Impact on progress and attainment of eligible pupils (related to success criteria from intended spend document).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Comments inc. any deviation from intended spend document.    |
| <p>All children in receipt of PPG funding will receive high quality teaching.</p> | <p>Internal CPD completed...</p> <ul style="list-style-type: none"> <li>- Further training linked to EEF 5 a day principles and Rosenshine</li> <li>- Writing lead has worked with Harmony Trust. This work has been shared with staff. This has included developing the effectiveness of writing moderation meetings, developing a whole school approach to editing and improving writing and creating writing exemplars for each year group.</li> <li>- Peer to peer support</li> <li>- All staff completed online place value of grammar and punctuation training (Grammarsaurus)</li> <li>- Subject leaders have delivered updates and training to staff throughout the year.</li> </ul> <p>External CPD completed...</p> <ul style="list-style-type: none"> <li>- North west Turing Maths hub sessions</li> <li>- Place value of grammar and punctuation</li> <li>- ECT training programme- East Manchester Teaching Hub</li> <li>- Access to 'Write Stuff' training videos</li> </ul> | <ul style="list-style-type: none"> <li>✓ All staff have been supported to keep improving their practice.</li> <li>✓ Staff report feeling supported to be the best they can be</li> <li>✓ Staff report that peer to peer support has been highly effective</li> <li>✓ Reading lessons are now embedded across school and subject and SLT monitoring shows they are being consistently implemented. Children access year group appropriate texts with an emphasis on fluency, intonation and expression.</li> <li>✓ CPD for all staff is high quality and evidence based</li> <li>✓ Progress across core subjects strong for all PPG pupils and broadly in line with non-disadvantaged pupils.</li> <li>✓ Subject monitoring shows that pupils are linking prior learning and therefore remembering more</li> <li>✓ Subject monitoring shows teachers are adopting and applying Rosenshine's principles in lessons – particularly starting the lesson with prior learning, modelling, guided practice and independent practice.</li> <li>✓ More children have appropriate scaffolds in place</li> <li>✓ The work complete with Harmony Trust for our writing project has ensured that writing assessment judgements are quality assured. Creating evidence banks and exemplars for each year group has led to greater consistency in judgements.</li> <li>✓ PVPG unit taught in all year groups in Autumn 1. Pupil's have a good foundation of SPaG knowledge before starting to look at specific writing genres.</li> <li>✓ Teachers from across school have accessed Maths Hub TRG's specific to their year group.</li> <li>✓ 100% effective/highly effective teaching profile maintained across school 2024/25</li> <li>✓ 100% of pupils are taught by an effective/highly effective class teacher – the key ingredient of a successful school and the top priority for our PPG spending.</li> </ul> <p>In summary;</p> <ul style="list-style-type: none"> <li>➤ All actions have been carried out as intended.</li> <li>➤ The quality of teaching remains high because we continually invest in quality CPD</li> </ul> | <p>Budgeted cost<br/>£9800</p> <p>Actual spend<br/>£9800</p> |

| Pupils in receipt of PPG funding make accelerated progress based on their starting points to close the gap in attainment through targeted support and intervention. | <div>- TAs delivered literacy and numeracy group interventions</div> <div>- TAs and Teachers deliver pre and post learning interventions</div> <div>- TAs deliver high quality, targeted SEND interventions</div> <div>- TA's completed reciprocal reading training with reading lead</div> | <table><tr><th>Pupil Premium Whole School Summary (28)</th><th>At or above ARE 2024<br/>All other non-disadvantaged pupils</th><th>Good Progress (Good+)<br/>All other non-disadvantaged pupils</th></tr><tr><td>Reading</td><td>61%<br/>84%</td><td>87%<br/>99%</td></tr><tr><td>Writing</td><td>61%<br/>72%</td><td>87%<br/>96%</td></tr><tr><td>Maths</td><td>58%<br/>80%</td><td>97%<br/>96%</td></tr></table> <p>Children in receipt of PPG compared to all other pupils.</p> <div><div></div><div>➤ Attainment is lower in reading (-23%) and writing (-9%) and maths (-22%). (These percentages appear larger due to small numbers of PPG pupils, 1 PPG pupil = 3.5% compared to one non PPG pupil = &gt;0.5%)</div></div> <div><div></div><div>➤ 29% of children who receive PPG are on the SEND register (this is 4% higher than last year). This is compared to 10% of the rest of the school population. One third of the schools SEND register are in receipt of PPG.</div></div> <div><div></div><div>➤ All percentages are broadly inline with last years attainment for PPG. There has been a dip in maths attainment compared to last year and compared to all other pupils. This will be analysed further and used to inform next year's intended spend.</div></div> <div><div></div><div>➤ Writing remains a whole school priority for 2024-25. A detailed action plan for writing is currently being developed.</div></div> <div><div></div><div>➤ The vast majority of PPG children make good or better progress.</div></div> <div><div></div><div>➤ 2 teaching assistants and the reading lead have accessed reciprocal reading training (an evidence based intervention). They have worked with 'trial groups' during the training. PPG pupils were reported to be more confident in answering comprehension questions – specifically inference questions.</div></div> <div><div></div><div>➤ Regular 1:1 reading opportunities for low confidence readers have been successful. Children read more fluently and make attempts at using expression.</div></div> <div><div></div><div>➤ Data for SEND interventions and pupils individual targets shows that pupils access interventions specific to their need and make progress.</div></div> <div><div></div><div>➤ Pre/post learning interventions have been successful particularly when linked to vocabulary and maths.</div></div> <p>In summary;</p> <div><div></div><div>➤ All actions have been carried out as intended.</div></div> <div><div></div><div>➤ All children have received class support and interventions to accelerate progress.</div></div> <div><div></div><div>➤ School remains significantly above national attainment for disadvantaged pupils.</div></div> <div><div></div><div>➤ Writing continues to be a federation priority for 2025-26</div></div> | Pupil Premium Whole School Summary (28) | At or above ARE 2024<br>All other non-disadvantaged pupils | Good Progress (Good+)<br>All other non-disadvantaged pupils | Reading | 61%<br>84% | 87%<br>99% | Writing | 61%<br>72% | 87%<br>96% | Maths | 58%<br>80% | 97%<br>96% | <div>Budgeted cost</div> <div>£33100</div> <div>Actual spend</div> <div>£33100</div> |
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| Pupil Premium Whole School Summary (28)                                                                                                                             | At or above ARE 2024<br>All other non-disadvantaged pupils                                                                                                                                                                                                                                  | Good Progress (Good+)<br>All other non-disadvantaged pupils                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                         |                                                            |                                                             |         |            |            |         |            |            |       |            |            |                                                                                      |
| Reading                                                                                                                                                             | 61%<br>84%                                                                                                                                                                                                                                                                                  | 87%<br>99%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                         |                                                            |                                                             |         |            |            |         |            |            |       |            |            |                                                                                      |
| Writing                                                                                                                                                             | 61%<br>72%                                                                                                                                                                                                                                                                                  | 87%<br>96%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                         |                                                            |                                                             |         |            |            |         |            |            |       |            |            |                                                                                      |
| Maths                                                                                                                                                               | 58%<br>80%                                                                                                                                                                                                                                                                                  | 97%<br>96%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                         |                                                            |                                                             |         |            |            |         |            |            |       |            |            |                                                                                      |
| Pupils in receipt of PPG funding are provided                                                                                                                       | Trips and visits contribution including school residential                                                                                                                                                                                                                                  | <div><div></div><div>➤ There have been no serious behaviour incidents involving PPG children.</div></div> <div><div></div><div>➤ PPG pupils behave well in school and conduct themselves appropriately.</div></div> <div><div></div><div>➤ Attendance of PPG pupils is regularly monitored this means that any concerns are identified and acted</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <div>Budgeted cost</div>                |                                                            |                                                             |         |            |            |         |            |            |       |            |            |                                                                                      |

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| <p>with strategies and support to manage their emotional regulation, wellbeing and social skills.</p> <p>Attendance will be carefully monitored and concerns acted upon with the support of EWO.</p> | <p><i>Pupil school meals</i></p> <p><i>TA Interventions to support emotional wellbeing including:</i></p> <ul style="list-style-type: none"> <li>- <i>Lego Think Bricks</i></li> <li>- <i>Zones of Regulation</i></li> <li>- <i>Morning group</i></li> <li>- <i>Emotional check ins</i></li> <li>- <i>ELSA Sessions</i></li> <li>- <i>Hotshots</i></li> <li>- <i>Use of The Launchpad</i></li> <li>- <i>Lunchtime Clubs</i></li> <li>- <i>Access to EMHP</i></li> </ul> | <p>on quickly.</p> <ul style="list-style-type: none"> <li>➤ Where required pupils access ELSA support on entry to school.</li> <li>➤ Pupils who have needed social and emotional support have accessed the Launchpad, ELSA sessions, hotshots and personalised interventions. Pupils engage well in these sessions and pupil feedback on these sessions is overwhelmingly positive.</li> <li>➤ 100% of PPG pupils reported that they felt safe and supported in school and knew who to talk to if they had a problem.</li> <li>➤ For these pupils, school/parent communication is good and school are supporting parents where necessary, extra transition arrangements are also in place where necessary.</li> <li>➤ PPG pupil attainment in PSHE is good with 93% of children at ARE+.</li> </ul> | <p>£5000</p> <p>Actual spend</p> <p>£5000</p> |
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