

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 (Year 2 of the strategy) 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.

School overview

| Detail | Data |
|---|--|
| School name | Sacred Heart RC Primary School. |
| Number of pupils in school | 167 |
| At the time of publishing, number of pupils eligible | 68 |
| Proportion (%) of pupil premium eligible pupils | 40.1 % Increase of 3.4 % from last year 2018 (12%) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2023 – 2026 |
| Date this statement was published | Autumn Term 2024 |
| Date on which it will be reviewed | Yearly Autumn Term 2025 |
| Statement authorised by | I. M ^c Dermott (Head Teacher) |
| Pupil premium lead | E. Wilde (Pastoral Lead) |
| Governor / Trustee lead | S. Travers (Chair of Governors) |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £ |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £97,680 |
| 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 | £97,680 |

Part A: Pupil premium strategy plan

Statement of intent

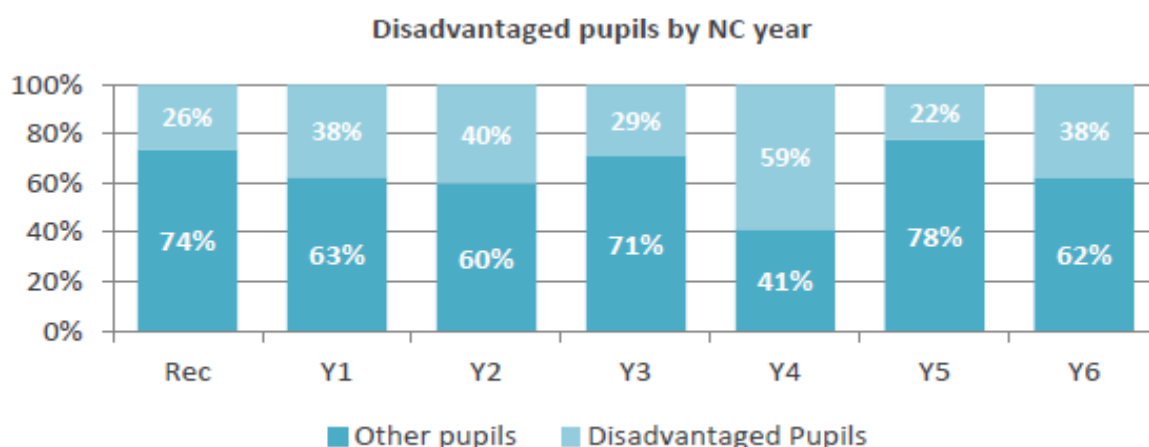
At Sacred Heart, we are dedicated to providing an inclusive education where every student has the opportunity to thrive. We recognise the challenges faced by disadvantaged students and are committed to using the Pupil Premium funding to address these challenges and improve outcomes for all. Our intention is that all of our pupils have access to a range of high-quality experiences, teaching and resources across the whole curriculum. They have a right to a broad and balanced curriculum, which aids their progress and development.

A child's background should not be a barrier to them attending school, engaging with their learning or progressing in line with their peers and national expectations, in regard to academic, personal and social outcomes. The aims of our pupil premium strategy are to support disadvantaged pupils (families) to achieve / exceed their individual potential.

School Context: Based on January 2024 census (shared with school in October 2024 from EBIU)

The number of pupils on roll is in Quintile 5 - when compared to the LA average. This shows this is one of the smallest schools in Wigan.

The class references below are based on last year N.B Year 5 is the current Year 6 class and Rec is the current Y1 class. The Year 6 class, have now left school.



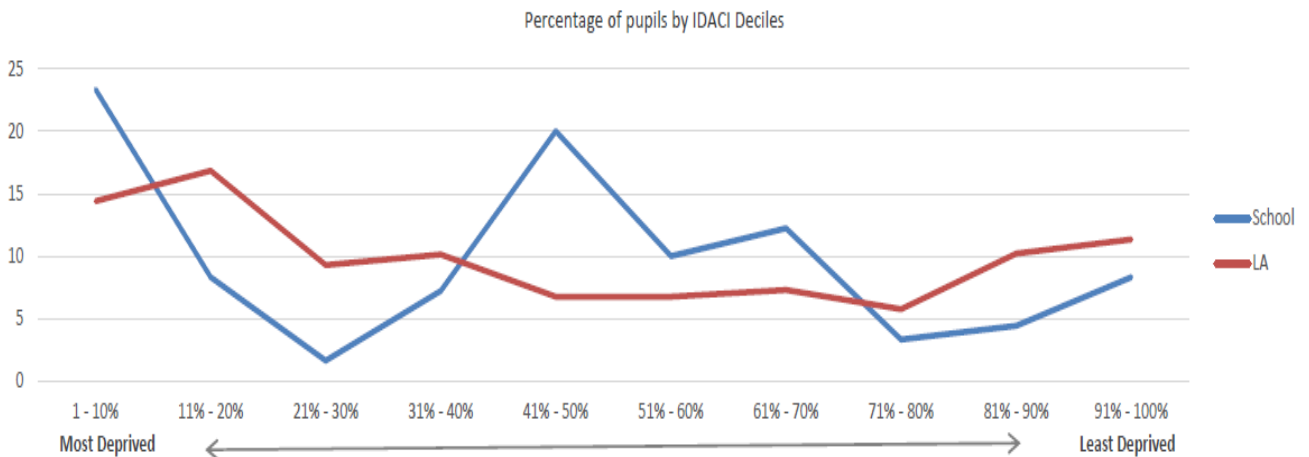
The school's Adaci rating remains at 0.19. This is similar to the local authority and national figures.

| Percentage of Pupils by IDACI Deciles | | | | | | | |
|---------------------------------------|------|------|------|------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| 1 - 10% (Most Deprived) | 11 | 17 | 16 | 19 | 17 | 21 | 23 |
| 11% - 20% | 10 | 8 | 5 | 8 | 7 | 7 | 8 |
| 21% - 30% | 2 | 2 | - | 2 | 1 | 1 | 2 |
| 31% - 40% | 17 | 17 | 5 | 5 | 6 | 5 | 7 |
| 41% - 50% | 12 | 12 | 23 | 26 | 27 | 23 | 20 |
| 51% - 60% | 18 | 15 | 13 | 11 | 10 | 11 | 10 |
| 61% - 70% | 4 | 3 | 8 | 6 | 10 | 12 | 12 |
| 71% - 80% | 10 | 8 | 3 | 4 | 3 | 3 | 3 |
| 81% - 90% | 12 | 12 | 6 | 5 | 6 | 5 | 4 |
| 91% - 100% (Least Deprived) | 5 | 3 | 20 | 14 | 12 | 11 | 8 |
| No data available | - | 2 | 1 | 0 | 2 | 1 | 1 |

The percentage of families in the most deprived category has doubled between 2018 and 2024. This figure has risen year on year (slight exception in 2020).

The percentage of families in the least deprived category has fluctuated from year to year. Since 2020, this has significantly dropped and is almost back at the 2018 levels.

The two middle bands (41%-50% and 51%-60%) are interesting, one rises by 8% and the other falls by 8%.



The use of average IDACI scores can be useful when trying to compare between schools where FSM rates may be low but where deprivation still has an impact upon the school intake.

School is significantly above the local authority average in the first category (most deprived) and those who fall in the middle categories (Urban adversity and financially stretched families).

School is significantly below the local authority average in the 11% - 40% categories (deprived families) and the 71% - 100% (least deprived).

This is replicated in the ACORN data:

| ACORN by Percentage of Pupils | | | | | | | |
|-------------------------------|------|------|------|------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| Affluent Achievers | 12 | 12 | 12 | 12 | 12 | 11 | 9 |
| Rising Prosperity | 9 | 6 | 5 | 3 | 3 | 3 | 3 |
| Comfortable Communities | 27 | 33 | 34 | 37 | 29 | 28 | 27 |
| Financially Stretched | 24 | 20 | 21 | 22 | 26 | 22 | 25 |
| Urban adversity | 25 | 27 | 25 | 25 | 27 | 33 | 33 |
| Unknown | 3 | 2 | 2 | 2 | 3 | 2 | 2 |

| ACORN Percentages across LA | | | | | | | |
|-----------------------------|------|------|------|------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| Affluent Achievers | 16 | 16 | 16 | 15 | 15 | 15 | 14 |
| Rising Prosperity | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Comfortable Communities | 26 | 26 | 26 | 26 | 26 | 27 | 27 |
| Financially Stretched | 26 | 26 | 26 | 27 | 26 | 27 | 27 |
| Urban adversity | 29 | 29 | 28 | 28 | 27 | 28 | 28 |
| Unknown | 1 | 1 | 1 | 1 | 2 | 1 | 1 |

Our vision is to empower every student to achieve their full potential, irrespective of their socio-economic background. Our mission and values underpin our commitment to narrowing the attainment gap and fostering a supportive learning environment for all.

We use a comprehensive approach to identify disadvantaged students, combining socio-economic factors data provided by parents and the local authority alongside academic data. This enables us to gain an understanding of the differing needs across the group, thus allowing us to tailor our support strategies effectively.

The Pupil Premium funding will be primarily allocated to initiatives such as one-to-one tutoring, targeted interventions, and additional support for literacy and numeracy. These interventions have been chosen based on evidence of their effectiveness in addressing the specific needs identified through our assessment processes and the quality of the resources provided to deliver the intervention.

We are committed to ongoing monitoring and evaluation to ensure the effectiveness of our interventions. Regular assessments, progress tracking, and feedback from students, parents, and teachers will enable us to make data-driven decisions and refine our approach as needed.

We recognise the importance of collaboration and actively seek input from all stakeholders.

Quality wave 1 teaching is at the heart of our approach. There is a particular focus on the children's communication and language skills, including their conceptual knowledge of the world, early reading, as

well as, becoming fluent mathematicians. All of the above areas support the whole school action plan and are in line with local and national priorities of raising attainment.

Having access to high quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap. This will also support those pupils, identified above, who are struggling but who are not in receipt of this funding. The attainment and progress of disadvantaged pupils is not at the expense of the non-disadvantaged pupils. The intended outcomes, for all of our pupils, are that they make progress and attain to their potential.

In conclusion, we are dedicated to utilising the Pupil Premium funding to create a learning environment where every student can flourish. By addressing the specific needs of disadvantaged students through targeted interventions and ongoing evaluation, we aim to narrow the attainment gap and foster a culture of academic excellence and inclusivity.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Limited Experience and Language Skills to Explain Their Understanding of the World: -</p> <p>Disadvantaged pupils face limitations in expressing their understanding due to limited experiences and language skills. Assessments, observations, staff evaluations, and discussions reveal gaps in vocabulary and underdeveloped language skills. Addressing this requires targeted interventions for enhanced language proficiency and broadened experiences. Progress will be measured through assessments and observations.</p> |
| 2 | <p>Increasing Deprivation Negatively Affects Learning Behaviours Such as Stamina, Resilience, and Aspirations: -</p> <p>The impact of increasing deprivation on learning behaviours, including stamina, resilience, and aspirations, is evident for all pupils, especially those deemed to be disadvantaged. Observations, pupil discussions, and assessment results highlight self-imposed limits on work outcomes and life aspirations. Addressing this involves fostering resilience and self-belief. Progress will be measured through pupil voice, changes to their work ethics, assessments and targeted programs.</p> |
| 3 | <p>Increasing Deprivation Reduces Parental and Pupil Aspirations: -</p> <p>Rising deprivation levels negatively affect parental and pupil aspirations. Observations, discussions, and monitoring of pupils' work (including interactions with home learning) indicate a limiting of aspirations, particularly among disadvantaged pupils. Overcoming this involves interventions to boost confidence and broaden aspirations and amendments to Home-Learning provision. Success will be reflected in enhanced pupil engagement, raised aspirations, and improved work outcomes.</p> |
| 4 | <p>Lifestyle Choices Do Not Promote Healthy Eating and Well-Being: -</p> <p>Lifestyle choices, especially among disadvantaged pupils, hinder healthy eating, healthy lifestyle choices and overall well-being. Observations and discussions reveal a lack of resilience and choices that may impact well-being (physical and educational). Addressing this involves promoting healthy habits and providing resources for informed choices. Success will be measured through improved dietary choices and well-being among pupils.</p> |
| 5 | <p>Basic Needs Are Being Met: -</p> <p>Changes in the pupil context, including an increase in Pupil Premium funding, necessitate ensuring basic needs are met. Observations and discussions with pupils reflect the impact of these changes on their life experiences. Collaborative efforts between families, school, and external services are crucial. Success will be evident in improved outcomes and active seeking of support by families.</p> |
| 6 | <p>Increase in Attendance: -</p> <p>Achieving a significant increase in attendance rates among disadvantaged pupils, narrowing the attendance gap, is crucial. Monitoring attendance data and addressing barriers are key. Success will be measured through a noticeable increase in attendance rates, particularly in targeted programs.</p> |
| 7 | <p>Access to Wider Opportunities: -</p> <p>Disadvantaged pupils not fully accessing broader opportunities, as seen in registers for after-school and targeted clubs. Overcoming this involves efforts to enhance participation, bridging the gap in accessing wider opportunities. Success will be evident in improved engagement in additional school opportunities among disadvantaged pupils.</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2023 – 2026)**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|--|
| 1. Limited Experience and Language Skills to Explain Their Understanding of the World: | - Significant improvement in pupils' ability to express their understanding of the world through enhanced language skills. - Regular assessments, observations, and pupil discussions reflecting notable progress in language skills. Over time, disadvantaged pupils demonstrate a nuanced understanding of the world, aligning with their peers. |
| 2. Increasing Deprivation Negatively Affects Learning Behaviors Such as Stamina, Resilience, and Aspirations: | - Development of robust learning behaviours, including improved stamina, resilience, and aspirations, despite the challenges of increasing deprivation. - Assessments, observations, and outcomes from targeted programs indicating enhanced stamina, resilience, and aspirations among pupils. Demonstrated improvement in engagement, especially in challenging tasks. |
| 3. Increasing Deprivation Reduces Parental and Pupil Aspirations: | - Mitigation of the impact of increasing deprivation on parental and pupil aspirations, fostering a positive outlook towards education and future goals. - Assessments, observations, and feedback from parents and pupils illustrating a positive shift in aspirations. Increased participation in activities reflecting higher expectations and a proactive approach towards learning. |
| 4. Lifestyle Choices Do Not Promote Healthy Eating and Well-Being: | - Promotion of healthy lifestyle choices despite challenges, ensuring pupils' well-being through informed dietary habits. - Implementation of programs and interventions leading to positive lifestyle changes. Observations, assessments, and feedback indicating improved dietary choices and overall well-being among pupils. |
| 5. Basic Needs Are Being Met: | - Collaboration between families, school, and external services to meet basic needs, fostering an environment where all pupils have access to essential resources. - Strong linkages between families, school, and external services. Evidence of collaborative efforts achieving common goals, including improved outcomes for children. Families actively seeking and accepting school support for clothing, snacks, and wider opportunities |
| 6. Increase in Attendance: | A significant increase in attendance rates among disadvantaged pupils, narrowing the attendance gap. - Monitoring attendance data, identifying and addressing logistical barriers. Achieving a noticeable increase in attendance rates, particularly in targeted programs such as Breakfast Club, After School Clubs, and Music Tuition. |
| 7. Access to Wider Opportunities: | - Enhanced access to a variety of wider opportunities, ensuring equitable participation in extracurricular activities. - Benchmarking attendance data for wider opportunities. Rigorous monitoring to identify barriers and increase participation over time. Evidence of improved engagement in additional school opportunities among disadvantaged pupils. |

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: £ 70,000

| Activity | Challenge number(s) addressed | Evidence that supports this approach | Sacred Heart Specifics |
|---|-------------------------------|--|---|
| <p>Continuous Professional Development for Teachers and SLT - Ongoing professional development for teachers and Senior Leadership Team; Incorporation of best practices in teaching and leadership</p> <p>2024 – 2025 updates: New staff internal CPD on Pathways. All staff internal CPD on tweaks to Maths curriculum. All staff – Pathways 2 Spelling. All staff – ISHA handwriting. Consortia Writing ‘Moderation’ EEF implementation guide to be used for behaviour and Pathways implementation.</p> | 1, 2, 3, 4, 5, 6, 7 | <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> | <p>NW Maths Hub training</p> <p>SSPF spelling training 2024-2025 – Pathways2Spelling</p> <p>Pathways to Reading and Writing</p> <p>Assessment and moderation staff led training.</p> <p>2024-2025 updates ISHA training</p> |
| <p>Appraisal Targets - Promoting Positive Learning Behaviours and Assessment for Learning - Professional development focused on fostering positive behaviours and improving assessment practices; Classroom observations and feedback</p> | 2, 3 | <p>Behaviour for learning is an approach to understanding and developing children and young people’s behaviour that focuses on their relationship with their self, with others and with the curriculum, and promotes readiness for education.</p> <p>Cambridge International Learning Brief</p> | <p>Use of Facebook to promote learning behaviours through real-life examples in class.</p> <p>Development of Teaching and Learning toolkit. 2024-2025</p> |

| | | | |
|---|----------------|---|---|
| <p>2024 – 2025 updates</p> <p>New Behaviour Policy</p> <p>New Behaviour routines and positive approach.</p> <p>Focus for 2-3 weeks on specific learning behaviours – same across school.</p> <p>Changes to Maths assessments – quizzes and tracking.</p> <p>Developing new writing tracking sheets</p> | | | <p>Review with new staff.</p> <p>Use of visual cues around school.</p> <p>Visitors to school – Olympian.</p> |
| <p>New English Curriculum Implementation - Introduction and implementation of a new English curriculum; Monitoring language, reading, and writing outcomes</p> <p>2024 – 2025 update</p> <p>Supersonic Phonics Friends did not have the success we were expecting. After reviewing it, we've changed to Pathways2Spelling – fidelity across English Curriculum</p> <p>Internal CPD for new staff</p> <p>New writing assessment tracking sheets</p> <p>Consortia moderation throughout the year.</p> | <p>1, 2</p> | <p>A reading and writing programme for primary schools with a proven methodology built around units of work which develop vocabulary, reading and writing skills through the mastery approach.</p> <p>https://www.theliteracycompany.co.uk/pathways-literacy/pathways-to-write/</p> <p>https://www.supersonicphonicfriends.co.uk/</p> <p>Supersonic Phonics Friend Spelling – Addition to our use of this Phonics Scheme – maintaining fidelity.</p> <p>2024 – 2025 update:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> | <p>Pathways to Reading</p> <p>Pathways to Writing</p> <p>Super Sonic Phonics Friends Spelling (KS2)</p> <p>2024 – 2025 – Pathways2Spelling instead of SSPF.</p> |
| <p>Drawing Club for Early Writing - Introduction of a Drawing Club to enhance early writing skills; Observations and assessments of early writing progress</p> <p>2024 – 2025 update</p> <p>Continue with this.</p> | <p>1, 2, 3</p> | <p>The progress children can make through Drawing Club across all areas of child development is exceptional with the added bonus of confidence and joy</p> <p>Based around the Golden Blend of picture books, tales and animations, it involves a short period of Time Together as a whole class followed by time with children exploring their ideas and creativity that can be adapted to how you believe is best.</p> | <p>Drawing Club Scheme for EYFS and Y1.</p> |

| | | | |
|--|--|---|--|
| Develops children's language, experience of books/stories etc... Develops sequencing. Continue with set-up | | https://www.canigoandplaynow.com/drawing-club.html | |
|--|--|---|--|

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

Budgeted cost: £ 9,680

| Activity | Challenge number(s) addressed | Evidence that supports this approach | Sacred Heart Specifics |
|---|-------------------------------|--|---|
| National Tutoring - Implementation of a national tutoring program to provide targeted academic support to students 2024 – 2025 update Funding has stopped for this. Success was minimal. | 1, 2, 3, 4, 5, 6, 7 | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, https://educationendowmentfoundation.org.uk/news/new-independent-evaluation-of-the-national-tutoring-programme-ntp | 1 day a week tutoring until End of 2023 2024 – 2025 update. Ended in Summer 2024. |
| Additional Reading - Implementation of additional reading programs to address literacy gaps 2024 – 2025 update: Continue to hear children in bottom 25% read. Continue to invest in books – Foyle Foundation Grant to support here also. | 1, 2, 3, 5 | Being able to read, is a key component to children's SEMH and ability to engage with the whole curriculum. Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency | Several times a week for identified pupils. |
| Gap Tasks - Introduction of gap tasks to fill in knowledge and skill gaps among students | 1, 2, 3, 4, 5, 6, 7 | Small group tuition has an average impact of four months' additional progress over the course of a year. | Weekly – Maths and English Based on marking and assessments |

| | | | |
|--|----------------------|--|---|
| <p>2024 – 2025 update</p> <p>Maths tweak – amend from one lesson to three times a week – shorter sessions – Maths Meetings</p> <p>Change to daily structure – ensure 5 big ideas are being covered.</p> <p>Add a starter game to promote fluency and language.</p> | | <p>Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>2024 – 2025 update – NCETM 5 big ideas for mastery</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/</p> | <p>Reinforced in subsequent lessons.</p> |
| <p>Maths/English and Spelling Intervention - Specific intervention programs targeting improvement in maths, English, and spelling skills</p> <p>2024 – 2025 Updates</p> <p>The NW Maths Hub work had a positive impact on the children’s maths knowledge and recall of facts.</p> <p>Tweaks to Gap Tasks in Maths – Maths Meetings</p> | <p>1, 2, 3, 5, 6</p> | <p>Small group tuition has an average impact of four months’ additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | <p>As per the published scheme.</p> <p>Daily – NW Maths Hub</p> <p>Spelling – 3 times per week, pre and post task.</p> <p>2024 – 2025 – tweaks to Spelling.</p> |

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

Budgeted cost: £ 18, 000

| Activity | Challenge number(s) addressed | Evidence that supports this approach | Sacred Heart Specifics |
|--|-------------------------------|--|---|
| <p>Targeted Access to ATSA Sports Events and After School Clubs - Providing targeted access to sports events and after-school clubs organized by ATSA (Atherton and Tyldesley Sports Association)</p> <p>2024 – 2025 update Continue with this.</p> | 2, 6, 7 | <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | <p>Children targeted to engage with new sports/festivals/Inclusive sports and holiday clubs.</p> <p>Use of Reel Education as a taster.</p> <p>Direct pupils to after school club provision.</p> |
| <p>Use of support offered through Wigan Healthy Lifestyles</p> <p>2024 – 2025 update Continue with this.</p> | 2,4,5 and 6 | <p>Utilise the support and experience of Wigan Healthy Lifestyles team to enable access to a range of health and well-being opportunities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | |
| <p>Use of LA Attendance Lead - Collaboration with the Local Authority (LA) Attendance Lead to address attendance-related challenges and improve overall attendance rates</p> <p>2024 – 2025 update Continue with this.</p> <p>Appointed a pastoral support staff member to support with attendance and pastoral matters.</p> | 6 | <p>Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement.</p> <p>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p> <p>assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p> | <p>Follow the strategies within the LA policy on attendance.</p> <p>Supporting mechanisms and consequential outcomes.</p> |

| | | | |
|---|-----------------|---|--------------------------|
| | | <p>The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> | |
| <p>Support families to access wider opportunities including well-being and cultural literacy.</p> <p>2024 – 2025 update Continue with this.</p> | 1,2,4,5,6 and 7 | In -line with the DfE Menu of approaches. | Individualised per need. |

Total budgeted cost: £ 97, 680 (plus contingency money if required)

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data, comparative local data and our own internal summative and formative assessments.

The data demonstrated that the children at the end of Key Stage 2 on the whole did meet the expected standard in Reading and Maths. Some children attained the Higher Standard (HS – change in language used by DfE, previously Greater Depth Standard).

Good progress from their starting points was made throughout the year and this was sufficient for them to meet the expected standard. One child (PP) did not take the test due to being disapplied. One child (PP) missed the GPS test due to being on holiday.

For those pupil premium children who did not meet the standard, regular absences was a common theme as was differing home support. This is why school has made the decision to create a new post – pastoral support.

| Reading | Disadvantaged | LA | School | School |
|----------------------|---------------|-----|---------------|-------------|
| | | | Non-disad | Whole Class |
| Average Scaled Score | 102 | 103 | 108 | 106 |
| Maths | Disadvantaged | LA | Non-disadvan- | Whole Class |
| | | | taged | |
| Average Scaled Score | 102 | 102 | 107 | 105 |
| GPS | Disadvantaged | LA | School | School |
| | | | Non-disad | Whole Class |
| Average Scaled Score | 105 | 103 | 101 | 107 |

We don't have comparison scaled scored data for writing. 71% of all children attained the expected standard compared to 75% (LA). 55% of our PP children attained this standard compared to 82% non-disadvantaged.

For those not meeting the standard, 2 were working at Pre-Key Stage standards (18% of this group) and 3 children were working towards the expected standard (37 % of this group)

These results are a stark improvement on 2023-2024 data. School's disadvantaged levels of needs differs significantly from class to class. Other barriers, such as attendance, school value from parents and self-motivation were not as evident in this cohort as we have in previous cohorts and with future cohorts.

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.

It is worth noting that one pupil premium child was disapplied from the assessments and is included in their percentage figures.

School's data for mathematics for both disadvantaged pupils and non-disadvantaged pupils reflects the progress has made in this subject area.

The data demonstrates that while school has made progress and is closing the gap, we need to strive to close the gap further so that more pupils are ready for the next stage of their education. This requires an improvement in their attendance and outcomes across Reading, Writing and Maths across school. [See 2024-2025 updates above.](#)

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing. This is why we have appointed a new staff member to support pupils and families with pastoral and attendance issues.

Attendance for disadvantaged pupils v non-disadvantaged pupils based on end of June:

Whole School – 92.4 % (disadvantaged) v 93.6 %

The data demonstrates that attendance for this cohort of pupils is a factor in preventing some children from attaining expected outcomes and closing the gaps on their peers. Holidays also played a part in lower attendance too.

Attendance is a common thread across this demographic in school.

Based on all the information above, the performance of our disadvantaged pupils made good progress from their starting points both at the end of Key Stage 2 and across school. However, while there is an improvement in this demographic of pupils at the expected standard, they are still under-represented at the expected standard and above across school, and so they have not met all of the intended expectations and intentions as outlined in this document.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Moving forward, next year's cohort is now 20, 2 new pupils have joined in September / October 2024. Each child is therefore equivalent to 5% and this will skew the data. Careful consideration will need to be given, especially as we 'believe' based on current performance that 2 pupils will be disapplied.

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 |
|-------------------------|------------------|
| Beanstalks Reading | Beanstalks |
| White Rose Maths | White Rose |
| IXL | IXL learning |
| Times Tables Rock Stars | Maths Circle |
| Pathways 2 Reading | Literacy Company |
| Pathways 2 Writing | Literacy Company |
| Literacy Shed Plus | EdShed |
| SPaG.com | Spag.com |

Further information (optional)

Our pupil premium strategy will be supplemented by other priorities and actions, which are not funded by pupil premium or additional grants. This includes:

- Induct new staff and governors in line with our ethos and expectations.
- Redefine our culture and behaviour expectations.
- Implement new behaviour routines and rewards.
- Revision and further training on the Teaching and Learning Toolkit for all staff. This is a part of the school's succession planning due to the demographic of staff and governors in school.
- Further engage the services of the local authority for attendance.
- Appoint a pastoral staff member to support pupils and families.
- Develop sustainable rewards for good attendance with the use of pupil voice.
- Engage Wigan's Health and Well-being support (external services for families to access).
- Embedding and developing (where required) effective AFL practice within the lessons to speed up and secure learning. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Enhance the coaching and mentoring support offer for staff within school where appropriate.
- Embed SEMH practices to support pupils' well-being.
- Continue to offer access to a range of 'holiday-clubs' to help boost wellbeing, behaviour, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be targeted, encouraged, and supported to participate.

In evaluating and refining our new pupil premium strategy, we evaluated why activity undertaken in previous years had the degree of impact that we had expected and where it fell short, why this was.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

Due to the changing pupil context of school compared with our ADACI rating, we have sought external advice about effective use of pupil premium spending and auditing and changing established school practices to better support the needs of our pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils, as evidenced in this year's plan.