

# Pupil premium strategy statement



This statement details our school's use of pupil premium for the academic year 2025 to 2026 (Year 3 of the strategy) 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	179
At the time of publishing, number of pupils eligible	74
Proportion (%) of pupil premium eligible pupils	40.3 % Increase of 0.2 % from last year 2018 when I joined PP was 12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023 – 2026 2025- 2026 – Year 3
Date this statement was published	Autumn Term 2025
Date on which it will be reviewed	Yearly Autumn Term 2026
Statement authorised by	I. M <sup>c</sup> Dermott (Head Teacher)
Pupil premium lead	E. Wilde (Pastoral Lead)
Governor / Trustee lead	J. Proctor (Disadvantaged Gov)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025 - 2026	£ 100,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 100,590

## Part A: Pupil premium strategy plan

### Statement of intent

At Sacred Heart RC Primary School, Atherton, our mission is to provide every child with the opportunity to flourish academically, socially, and spiritually, regardless of their background or starting point. We recognise that some pupils face additional challenges that can impact their learning and development, and we are committed to using Pupil Premium funding strategically to overcome these barriers.

#### Our intent is to ensure that disadvantaged pupils:

- Achieve high standards in core subjects and make accelerated progress.
- Access a broad, balanced, and enriching curriculum that nurtures their talents and aspirations.
- Develop resilience, confidence, and positive attitudes towards learning.
- Benefit from targeted support that addresses academic gaps, social-emotional needs, and wider opportunities.

#### We will achieve this by:

- Using evidence-based approaches to teaching and intervention.
- Investing in high-quality professional development for staff.
- Providing targeted academic support and personalised interventions.
- Enhancing cultural capital through enrichment activities and experiences.
- Working in partnership with families and the wider community to support holistic development.

Our ultimate goal is to diminish the difference between disadvantaged pupils and their peers, ensuring equity and excellence for all.

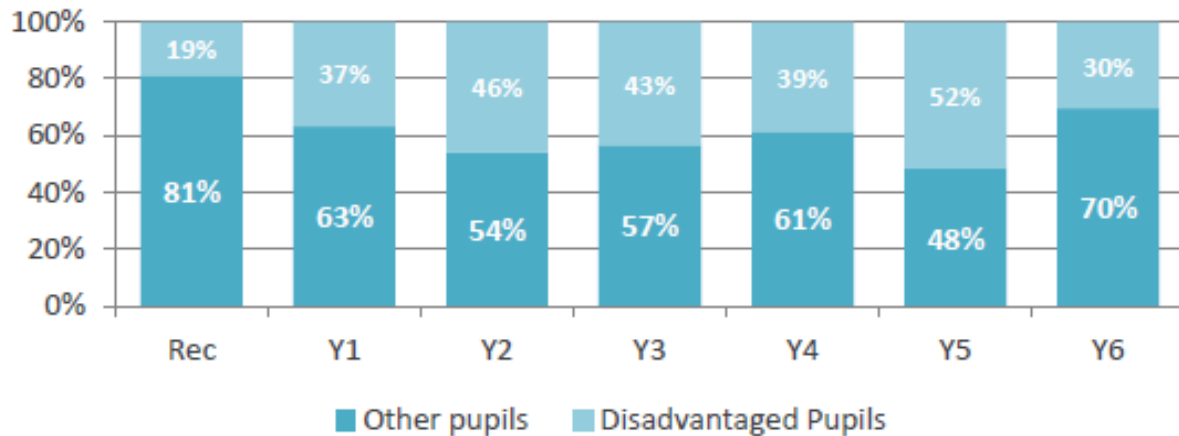
#### **School Context: Based on January 2025 census (shared with school in September 2025 from EBIU)**

We are one of the smallest schools in Wigan based on our pupils on roll.

The class references below are based on last year's Census (January 2025). 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.

Mid-year pupil mobility is a key factor affecting school. In the 2024/2025 academic year, 12 pupils left school (10 due to relocation) and 24 pupils joined school (some both joined and then subsequently left). The data may not truly reflect the class's current context.

### Disadvantaged pupils by NC year



#### No. of Pupils eligible for Free School Meals by SEN Category

	2019	2020	2021	2022	2023	2024	2025
SEN Support	4	6	5	6	8	9	9
ECHP	3	3	6	5	5	5	6
No SEN	17	21	46	44	46	55	58

#### No. of Pupils eligible for Free School Meals by SEN

	2019	2020	2021	2022	2023	2024	2025
SEN Pupils Eligible for FSM	7	9	11	11	13	14	15
Not SEN Pupils Eligible for FSM	17	21	46	44	46	55	58
Total Number Eligible for FSM	24	30	57	55	59	69	73

#### Percentage Pupils eligible for Free School Meals by SEN Category

	2019	2020	2021	2022	2023	2024	2025
SEN Support	36	40	28	40	36	50	41
ECHP	60	60	75	63	56	56	75
No SEN	10	13	28	29	30	36	40

#### Percentage of Pupils eligible for Free School Meals by SEN

	2019	2020	2021	2022	2023	2024	2025
% School	44	45	42	48	42	52	50
% LA	33	38	43	46	47	46	47
% National	28	31	36	38	39	39	40

### Change in number of EAL pupils:

Number of pupils identified as EAL							
	2019	2020	2021	2022	2023	2024	2025
Pupils identified as EAL	13	11	15	13	15	18	32
Pupils identified as not EAL	168	167	175	164	168	162	142
Total Pupils	181	178	190	177	183	180	174

% School	7	6	8	7	8	10	18
% LA	6	7	7	8	9	11	13
% National	21	21	21	21	22	23	23

### Change in context of ethnicity:

Number of pupils identified as Other than White British (OTWB)							
	2019	2020	2021	2022	2023	2024	2025
Pupils identified as OTWB	19	19	26	27	40	52	61
Pupils identified as WB	162	159	164	150	143	128	113
Total Pupils	181	178	190	177	183	180	174

% School	10	11	14	15	22	29	35
% LA	10	10	11	13	15	17	19
% National	34	34	35	35	36	37	38

The school's Adaci rating has risen slightly to 0.20. This is the slightly higher than the Local Authority figure of 0.18.

Percentage of Pupils by IDACI Deciles							
	2019	2020	2021	2022	2023	2024	2025
1 - 10% (Most Deprived)	17	16	19	17	21	23	25
11% - 20%	8	5	8	7	7	8	7
21% - 30%	2	-	2	1	1	2	2
31% - 40%	17	5	5	6	5	7	8
41% - 50%	12	23	26	27	23	20	26
51% - 60%	15	13	11	10	11	10	8
61% - 70%	3	8	6	10	12	12	8
71% - 80%	8	3	4	3	3	3	3
81% - 90%	12	6	5	6	5	4	2
91% - 100% (Least Deprived)	3	20	14	12	11	8	10
No data available	2	1	0	2	1	1	0

The percentage of families in the most deprived category has more than doubled between 2018 (11%) and 2025 where it is now at 25% (quarter of school). 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.

68% of families now fall within the most deprived to the neither deprived or well off (1% - 50%), compared to 58% for the Local Authority. In 2019, this value for school was 56%. Between these years it fluctuates between 56% and 60%.

	% of Pupils			
	School	Girls	Boys	LA
1 - 10% (Most Deprived)	25	10	15	15
11% - 20%	7	3	5	17
21% - 30%	2	1	1	9
31% - 40%	8	3	5	10
41% - 50%	26	12	14	7
51% - 60%	8	2	6	7
61% - 70%	8	3	5	7
71% - 80%	3	2	2	6
81% - 90%	2	1	1	10
91% - 100% (Least Deprived)	10	6	4	11
No data available	0	0	0	0

School is significantly above the local authority average in the first category (most deprived) and those who fall in the middle category (41%-50%).

School is significantly below the local authority average in the 71% - 90% bandings: 5% v 16%.

This is replicated in the ACORN data:

ACORN by Percentage of Pupils			
	2023	2024	2025
Luxury Lifestyles	1	1	1
Established Affluence	4	3	2
Thriving Neighbourhoods	18	17	14
Steadfast Communities	26	22	22
Stretched Society	25	28	29
Low-income Living	25	27	31
Not Private Households	2	2	2
Unknown	1	1	0

ACORN Percentages across LA			
	2023	2024	2025
Luxury Lifestyles	0	0	0
Established Affluence	6	6	6
Thriving Neighbourhoods	16	16	16
Steadfast Communities	26	26	26
Stretched Society	26	26	26
Low-income Living	26	25	25
Not Private Households	0	0	0
Unknown	0	1	1

At Sacred Heart RC Primary School, our vision is to ensure that every child, regardless of background or circumstance, has the opportunity to thrive and reach their full potential. We believe that disadvantage should never be a barrier to success. Our vision is rooted in our Catholic ethos, where every child is valued, respected, and encouraged to grow in faith, love, and learning.

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.

- Through our Pupil Premium Strategy, we aim to:
- **Close attainment gaps** between disadvantaged pupils and their peers by providing high-quality teaching and targeted support.
- **Empower pupils** with the skills, knowledge, and confidence to succeed academically and socially.
- **Foster aspiration and ambition**, ensuring all pupils have access to enriching experiences that broaden horizons and develop cultural capital.
- **Build resilience and wellbeing**, supporting pupils' emotional and mental health so they can engage fully in learning.
- **Work collaboratively** with families and the wider community to create a supportive environment that nurtures every child.

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.

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><b>Limited Experience and Language Skills to Explain Their Understanding of the World: -</b></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><b>Increasing Deprivation Negatively Affects Learning Behaviours such as: Stamina, Resilience, and Aspirations: -</b></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><b>Increasing Deprivation Reduces Parental and Pupil Aspirations (inc. importance of attendance): -</b></p> <p>Rising deprivation levels negatively affect parental and pupil aspirations, including the importance of attending school. 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><b>Lifestyle Choices Do Not Promote Healthy Eating and Well-Being: -</b></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><b>Basic Needs Are Being Met: -</b></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><b>Increase in Attendance: -</b></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><b>Access to Wider Opportunities: -</b></p> <p>Disadvantaged pupils are not always 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
<b>1. Limited Experience and Language Skills to Explain Their Understanding of the World:</b>	- 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.
<b>2. Increasing Deprivation Negatively Affects Learning Behaviors Such as Stamina, Resilience, and Aspirations:</b>	- 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.
<b>3. Increasing Deprivation Reduces Parental and Pupil Aspirations:</b>	- 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.
<b>4. Lifestyle Choices Do Not Promote Healthy Eating and Well-Being:</b>	- 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.
<b>5. Basic Needs Are Being Met:</b>	- 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
<b>6. Increase in Attendance:</b>	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.
<b>7. Access to Wider Opportunities:</b>	- 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 **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>2025 – 2026 updates: NPQEL completed EEF Guide – How Best to deploy TAs (Sections 1/2). NPQH - DHT Specialist Teaching of Maths for Primary School TAS. Emotion Coaching In-reach and out-reach support English Hub – Early Reading Audit and Support AISHA Handwriting – new staff SSPF – new staff GM OAIP SEND External Training</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p>2025 – 2026 update: EEF – TA Deployment – March 2025</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>EEF – Metacognition – 13.11.25</p> <p>There is a strong body of research from psychology and education demonstrating the importance of metacognition and self-regulation to effective pupil learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>Pathways Update Training</p> <p>White Rose update training</p> <p>Adaptive Teaching Updates</p> <p>Coaching based on T&amp;L review</p> <p>Moderation Findings updates</p> <p>Maths Meeting Updates</p> <p>Curriculum Update Meetings – Foundation Subjects – linked to retrieval</p>

<p>Appraisal Targets: Next Step on from Behaviour Policy and routines.</p> <p>Focus on knowing who the disadvantaged children are, any additional barriers and setting high aspirations.</p> <p>2025 – 2026 updates</p> <p>Further develop consistency of Behaviour Policy application.</p> <p>New disadvantaged and SEND paperwork – profiles / passports.</p> <p>More heightened tracking of attendance</p> <p>More heightened tracking of academic progress.</p> <p>Tracking of parental engagement, particularly in Early Years / KS1.</p> <p>EEF – How best to deploy TAs</p>	<p>2, 3 1,6</p>	<p>Having an increased awareness of our pupils and their barriers, better supports staff to develop those behaviour for learning attitudes / strategies. This 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, <b>and</b> promotes readiness for education.</p> <p>2025 – 2026 update:</p> <p>EEF – TA Deployment – March 2025</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>EEF – Metacognition – 13.11.25</p> <p>There is a strong body of research from psychology and education demonstrating the importance of metacognition and self-regulation to effective pupil learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>EEF – Early Years Updates throughout 2025</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years">https://educationendowmentfoundation.org.uk/early-years</a></p>	<p>Continue to focus on learning behaviours as part of our weekly awards – design new certificates.</p> <p>Re-define the school values</p> <p>Design new paperwork – disadvantaged profiles (Part of appraisal), EHCP passports and redesign the Predicted Outcome data sheets</p> <p>Continue to use LA attendance officers to support families where attendance / punctuality is a cause for concern.</p> <p>Issue EPNs.</p> <p>Issue Attendance Notice to Improve letters.</p> <p>Focus on how best to utilise TA and pastoral support staff.</p>
<p>New English Curriculum Implementation - Introduction and implementation of a new English curriculum; Monitoring language, reading, and writing outcomes</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><a href="https://www.theliteracycompany.co.uk/pathways-literacy/pathways-to-write/">https://www.theliteracycompany.co.uk/pathways-literacy/pathways-to-write/</a></p>	<p>Pathways to Reading</p> <p>Pathways to Writing</p> <p>Super Sonic Phonics Friends Spelling (KS2)</p>

<p>2025 – 2026 update</p> <p>Creating more opportunities for spoken language and children enhancing oral responses.</p> <p>Creating more opportunities for poetry – performance poetry.</p>		<p><a href="https://www.supersonicphonicfriends.co.uk/">https://www.supersonicphonicfriends.co.uk/</a></p> <p>Supersonic Phonics Friend Spelling – Addition to our use of this Phonics Scheme – maintaining fidelity.</p> <p>2024 – 2025 update:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p>2025 – 2026 updates</p> <p>EEF – TA Deployment – March 2025</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>EEF – Early Years Updates throughout 2025</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years">https://educationendowmentfoundation.org.uk/early-years</a></p>	<p>2024 – 2025 – Pathways2Spelling instead of SSPF.</p> <p>Monitor effectiveness of the programmes.</p> <p>Amend where necessary – Grammar interventions, undertaking more written comprehensions</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>2025 – 2026 update</p> <p>Continue with this. Develops children’s language, experience of books/stories etc... Develops sequencing. Continue with set-up</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><a href="https://www.canigoandplaynow.com/drawing-club.html">https://www.canigoandplaynow.com/drawing-club.html</a></p>	<p>Drawing Club Scheme for EYFS and Y1.</p>

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

Budgeted cost: £ 7,000

Activity	Challenge number(s) addressed	Evidence that supports this approach	Sacred Heart Specifics
<p>National Tutoring - Implementation of a national tutoring program to provide targeted academic support to students</p> <p>2024 – 2025 update Funding has stopped for this. Success was minimal.</p>	1, 2, 3, 4, 5, 6, 7	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,</p> <p><a href="https://educationendowmentfoundation.org.uk/news/new-independent-evaluation-of-the-national-tutoring-programme-ntp">https://educationendowmentfoundation.org.uk/news/new-independent-evaluation-of-the-national-tutoring-programme-ntp</a></p>	<p>1 day a week tutoring until End of 2023</p> <p>2024 – 2025 update. Ended in Summer 2024.</p>
<p>Additional Reading - Implementation of additional reading programs to address literacy gaps</p> <p>2025 – 2026 update:  Continue to hear children in bottom 25% read. Continue to invest in books. Utilise enhanced provision offer – author visits to school – booked – Spring Term 2026</p> <p>Review 2025 data: Phonics, KS1 and KS2 SATs data – explore work of Consortia CIP – work on evaluation of the KS2 reading test.</p>	1, 2, 3, 5	<p>Being able to read, is a key component to children’s SEMH and ability to engage with the whole curriculum.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></p> <p>2025 – 2026 update:  EEF – TA Deployment – March 2025</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>Several times a week for identified pupils.</p> <p>2025 – 2026</p> <p>Use adaptive strategies to model reading and exploration of unknown texts.</p> <p>Further develop sentence stem – language and structure.</p> <p>Ensure sufficient written opportunities for comprehension take place.</p> <p>Monitor remodelling of inaccurate written responses</p>

<p>Gap Tasks - Introduction of gap tasks to fill in knowledge and skill gaps among students</p> <p><b>2025 – 2026 update</b></p> <p>Maths Meeting support sessions inc coaching.</p> <p>Maths – calculations and answers to be written out along with the ‘working-out’ section.</p> <p>Grammar support sessions.</p> <p>Refinement and insistence of complete sentences when children are responding to oral questions.</p> <p>Deployment of TAs</p>	<p>1, 2, 3, 4, 5, 6, 7</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><b>2024 – 2025 update – NCETM 5 big ideas for mastery</b></p> <p><a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/</a></p> <p><b>2025 – 2026 update:</b></p> <p>EEF – TA Deployment – March 2025</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>EEF – Metacognition – 13.11.25</p> <p>There is a strong body of research from psychology and education demonstrating the importance of metacognition and self-regulation to effective pupil learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>Weekly – Maths and English</p> <p>Based on marking and assessments</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><b>2024 – 2025 Updates</b></p> <p>The NW Maths Hub work had a positive impact on</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>As per the published scheme.</p> <p>Regular – NW Maths Hub – EYFS – Y2</p> <p><b>2025 – 2026</b></p>

<p>the children's maths knowledge and recall of facts.</p> <p>2025 – 2026 Update</p> <p>Continue to refine and enhance Maths Meetings.</p> <p>Implement retrieval Grammar Tasks</p>		<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>2025 – 2026 Update:</p> <p>EEF – Metacognition – 13.11.25</p> <p>There is a strong body of research from psychology and education demonstrating the importance of metacognition and self-regulation to effective pupil learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>Continue to monitor and refine practice and provision where required.</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23, 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> <p>2025 – 2026 – continue with this. Tracking sheet to be implemented – access to provision.</p> <p>Enhance opportunities accessed – more Access to Success and Active Minds events.</p>	2, 6, 7	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>Children targeted to engage with new sports/festivals/Inclusive sports and holiday clubs.</p> <p>Direct pupils to after school club provision.</p> <p>2025 – 2026 Update</p> <p>Target pupils more specifically for certain events. Where logistical barriers (ability to collect child) present, where possible, overcome them.</p>
<p>Use of support offered through Wigan Healthy Lifestyles</p> <p>2024 – 2025 update Continue with this.</p> <p>2025 – 2026 – Added to this through the support of Leigh Leopards Foundation</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>2025 – 2026 Update – Leigh Leopards Foundation in Autumn Term: Whole Class, individuals and Group support:  - Teamwork, resilience, communication, self-motivation.</p>	<p>2025 – 2026 – Leigh Leopards Foundation – 12 weeks. Continue with this every Autumn Term.</p>
<p>Use of LA Attendance Lead - Collaboration with the Local Authority (LA) Attendance Lead to</p>	6	<p>Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-</p>	<p>Follow the strategies within the LA policy on attendance.</p>

<p>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> <p>2025 – 2026 updates:</p> <p>Commissioned 40 hours of support EPNs issued for HITT Notice to Improve Letters used to support attendance.</p>		<p>economically disadvantaged pupils’ academic achievement.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p> <p><a href="assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></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><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p>2025 – 2026 Update:</p> <p>Education Secretary sets roadmap to improve attendance levels:</p> <p><a href="https://www.gov.uk/government/news/education-secretary-sets-roadmap-to-improve-attendance-levels">https://www.gov.uk/government/news/education-secretary-sets-roadmap-to-improve-attendance-levels</a></p>	<p>Supporting mechanisms and consequential outcomes.</p> <p>2025 – 2026</p> <p>Monitor effectiveness of Pastoral Support</p> <p>EPNs Notice to Improve Letters Impact of LA support</p>
<p>Support families to access wider opportunities including well-being and cultural literacy.</p> <p>2024 – 2025 update Continue with this.</p> <p>2025 – 2026 – continue with this.</p>	<p>1,2,4,5,6 and 7</p>	<p>In -line with the DfE Menu of approaches.</p>	<p>Individualised per need.</p> <p>2025 – 2026 – no change</p>
<p>2025 – 2026 – new target</p> <p>Develop school ‘Tyre Area’ to provide more</p>	<p>1,2,3,4,5,6,7</p>	<p>Playgrounds provide safe spaces for exercise, improving <b>motor skills, coordination, and cardiovascular health</b></p>	<p>2025 – 2026</p> <p>Dig up current area – circa £7k.</p>

<p>opportunities for children to develop physically and socially.</p>		<p><a href="#">Investing in Playgrounds: New Research Emphasizes the Need for More Safe and Accessible Play Spaces</a></p> <p>Play fosters <b>problem-solving, creativity, and critical thinking</b>. Research from the University of Cambridge shows that unstructured outdoor play stimulates curiosity and cognitive growth.</p> <p><a href="#">How Does Outdoor Play Impact Early Childhood Development?</a></p> <p>Outdoor play reduces stress and supports resilience. The Natural England report found that children who spend time outdoors are <b>happier and more confident</b>.</p> <p>Group play encourages teamwork, empathy, and conflict resolution skills, essential for social development</p> <p><a href="#">Why do schools need playgrounds and how it impacts learning</a></p> <p>Playgrounds are critical for disadvantaged pupils who may lack safe outdoor spaces at home. In the UK, <b>31% of children under nine do not have access to a playground near their home</b>, making school play areas essential for equity</p>	<p>Redesign and incorporate new play structures in this area.</p>
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**Total budgeted cost: £ 100,000 (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 2024 to 2025 academic year.

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

**KS 2 data: The cohort data for Y6 is not atypical for the rest of school.**

23 children in the cohort, 7 of whom are deemed disadvantaged – 30% of the cohort. Each pupil represents 14 % of the disadvantaged cohort (4.4% for the class).

**Possibly 2 other children new to school who are disadvantaged** and not been recorded as that – joined 8<sup>th</sup> Jan (recorded as Dis – 4<sup>th</sup> Primary School) and joined 4<sup>th</sup> Dec (recorded as dis – 2<sup>nd</sup> school) neither are recorded as disadvantaged on the primary profile, but both are recorded as FSM on there.

2 of these 7 children started school in Reception. Only 6 of the 23 pupils started in Reception.

1 child joined late September 2024 (Y6) and had a history on non-school attendance. Also had an EHCP.

Apart from EAL, most children in this group had no other label attached to them.

<b>Reading</b>	Disadvantaged	LA	National	School Non-dis
Expected standard or higher	71 %	65 %	61 %	69 %
<b>Writing</b>	Disadvantaged	LA	National	School Non-dis
Expected standard or higher	86 %	62 %	59 %	75 %
<b>Maths</b>	Disadvantaged	LA	National	School Non-dis
Expected standard or higher	86 %	64 %	61 %	63 %
<b>GPS</b>	Disadvantaged	LA	National	School Non-dis
Expected standard or higher	86 %	62 %	60 %	63 %

5 children, deemed disadvantaged attained the expected standard or higher in Reading, Writing and Maths = 71%

The data demonstrates that the children deemed disadvantaged at the end of Key Stage 2 out-performed their peers. This is not an atypical class for our school. This is why the new Disadvantaged Profile sheets have been created.

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 – non-attender and was not working at the level of the test.

For one of the pupil premium children who did not meet the standard, there were several factors contributing to this, primarily historical non-school attendance. External support was given to support the child and family.

For the other pupil premium child who did not meet the standard, there were several factors contributing to this, primarily school mobility – we were the child's fourth primary school. They only joined school in January 2025 – four months before the SATs.

**Year 4 Multiplication Tables Check: 29 children in the cohort, 10 pupils deemed disadvantaged**

Disadvantaged Average Score: 18.9

20% achieved full marks

Non-Disadvantaged Average Score: 22.5

LA Disadvantaged Average Score: 19.3

LA Non-Disadvantaged Average Score: 22.0

**Y1 Phonics Screening:**

Disadvantaged Pupils: 38 % (3 out of 8 pupils)

LA Disadvantaged Pupils: 65 %

National Disadvantaged Pupils: 67 %

1 child disapplied due to complex needs

1 child – CME (joined school 10.03.25) – refused to come in and refused school's offer of completing it at home.

1 child – not attended school regularly in Reception (previous school) – joined 18.09.24

2 children – attendance concerns – both supported by the LA officer.

**EYFS: Good Level of Development:**

3 pupils deemed disadvantaged – very small cohort so statistically unreliable.

1 pupil attained GLD

Cohort size has changed considerably from last year. 20 children in Reception – 3 mid-year transfers during Reception Year. 1 child left during Summer Holidays (USA). 6 children have joined so far in Autumn Term 2025.

Attendance for disadvantaged pupils v whole school based on end of June:

Whole School - 93.9 %

disadvantaged - 91.8 %

All data included a S19 (PTT), a non-attender, an EHE leaver and a Y1 new to school who was quickly a non-attender (CME). All of these children were also disadvantaged.

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. The changes have been to impose EPNs, send notice to improve letters, increase LA support.

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 across school.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## 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*

<b>Programme</b>	<b>Provider</b>
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
Pathways 2 Spelling	Literacy Company
Literacy Shed Plus	EdShed
SPaG.com	Spag.com
Key Stage History	Key Stage History
Oddizzi Geography	Oddizzi Geography
GetSet4PE	Get Set 4 education
Police Education	Pol.Ed
Life Wise	Life Wise Education
Sing Up Music	Sing Up Music
Access Art	Access Art
Design and Technology Association (Projects on a Page)	Design and Technology Association (Project on a Page)
French	Primary Languages Network
Developing Experts - Science	Developing Experts

## 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.
- Further embed our culture and behaviour expectations.
- Continue to promote our behaviour routines and rewards.
- Design new learning behaviour certificates
- Review how TAs are deployed within classrooms
- Revision and further training on the Teaching and Learning Toolkit for all staff.
- Further engage the services of the local authority for attendance.
- Monitor the effectiveness of the pastoral staff member to support pupils and families.
- Continue with the sustainable rewards for good attendance.
- Engage Leigh Leopards in addition to the Wigan Healthy School support.
- 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 – Emotion Coaching.
- Continue to offer access to a range of 'After School' opportunities through ATSA to help boost wellbeing, behaviour, and aspiration. Activities will focus on all opportunities and not just sporting.

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.