

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wigan St Andrews CE Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	16.42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lindsey Taylor
Pupil premium lead	Lindsey Taylor
Governor lead	Jenny Belk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52630
Recovery premium funding allocation this academic year	£1305 (estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14655
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	£68590

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, regardless of their background or the challenges they face, make optimum progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker or live in difficult circumstances. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Speaking and Listening, Concentration, Attention and Perseverance. Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2. Normally these are more prevalent among our disadvantaged pupils than their peers, however due to Covid19 impacting upon time spent in school, we have found that this is a much wider issue.
2	Reading Assessments, Writing Assessments, Phonics Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Phonics, Reading Comprehension and Writing than their peers. Again, this is a much wider school issue due to lockdowns and isolation through Covid19.
3	Internal and external (where available) assessments indicate that nationally Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. At St Andrew's the issues are more related to confidence in maths, and problem solving skills.
4	Our assessments and observations indicate that the education and enrichment experiences of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to children being less able to access previous knowledge when gaining new knowledge and they are less likely to be able to make the connections between concepts and themes throughout the curriculum. Children have also missed out on curriculum experiences e.g trips, visitors in school and 'wow' moments to embed knowledge resulting in pupils falling further behind age-related expectations. Again, Covid19 has exacerbated this into a wider issue, extending beyond Pupil Premium recipients.
5	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

6	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Our attendance data over the last twelve months indicates that Covid19 has exacerbated persistent absenteeism in some families, of which some, but not all, are in receipt of Pupil Premium Funding.
---	---

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language, concentration and thinking skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in Reading and Writing among disadvantaged pupils.	KS2 outcomes for Reading and Writing in Summer 2023 will show that the majority of disadvantaged pupils met the expected standard. KS1 phonics performance screening test results will show that the majority of disadvantaged pupils met the required standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Assessments and observations indicate improved thinking skills, resilience and problem solving aptitude amongst disadvantaged pupils. KS2 maths outcomes in 2024/25 show that the majority of disadvantaged pupils met the expected standard.
Core and Foundation Subjects knowledge gaps closed.	Children are more able to access previous knowledge when gaining new knowledge and therefore more likely to be able to make the connections between concepts and themes throughout the curriculum.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2022-2025 demonstrated by:</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • data from Nurture Room, whole-school well-being surveys and conversations with children shows that they are happier and more settled, higher self-esteem is evident and pupils are excited and joyous about school and life in general.

	<ul style="list-style-type: none"> Data from Early Help interventions shows that families are coping better and accessing relevant support.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from Summer 2023 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils is consistently at pre-Covid levels ie above 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has reduced.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further staff CPD to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
CPD from St John Vianney English Hub in Speaking and Listening, Reading Comprehension and Writing will be cascaded to staff from Head of English.	Continued CPD and collaboration across schools enhances professional inquiry and impacts positively on educational standards.	1,2
<p>Embed the new DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>CPD for staff in delivering our new scheme.</p>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	2

	Phonics Toolkit Strand Education Endowment Foundation EEF	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Improving Mathematics in Key Stages 2 and 3	3
Further members of staff will join with colleagues from our cluster to train for the Trauma-Informed Schools Diploma. They will then support the continuing whole staff training which will in turn positively impact upon our whole school ethos for PSHE which is already strong.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4

disadvantaged, including those who are high attainers.		
Continued CPD for LSAs trained in targeted interventions. Timetabling of LSAs to deliver high quality interventions to support Reading, Writing and Maths.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part fund two LSAs to staff our Nurture Room for group and 1-1 behaviour support.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Continue to buy-in an Attendance Officer from Wigan LA to work with families, contributing to Early Helps in order to address persistent absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE's Improving School Attendance advice.	6
Provide financial support to families eligible for PPG towards school trips, equipment and music tuition for example.	No evidence needed.	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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 2021 to 2022 academic year.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was lower than previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2024 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Overall attendance in 2023/24 was lower for pupil premium children. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers which is why attendance is a focus of our plan. Attendance during 2023 and 2024 has steadily improved to the point that levels are almost what they were pre-covid. We still need a sustained focus on attendance however to maintain this momentum.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Sports programmes including extra curricular activities.	Wigan Latics. This is funded by the Sports Premium Grant.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.