

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	196
Proportion (%) of pupil premium eligible pupils	21.9%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lindsey Taylor Headteacher
Pupil premium lead	Lindsey Taylor Headteacher
Governor lead	Jenny Belk

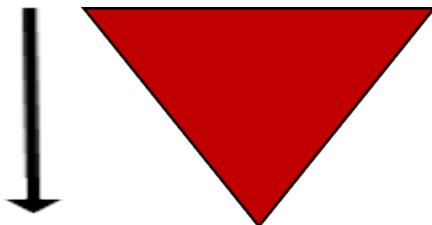
## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52628
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8376
<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	£61004

# Part A: Pupil premium strategy plan

## Statement of intent

Attainment gap on entry to EYFS



Gap closed at the end of KS2

At St Andrew's CE J&I School, it is our intention that all our children make good progress and achieve high levels of attainment across all subject areas, irrespective of their background or the challenges they may face. Our pupil premium strategy is focused on how we can reduce the gap between disadvantaged pupils and their peers year on year to ensure all pupils are given the chance to achieve their true potential.

We carefully identify the challenges our disadvantaged children experience through robust diagnostic assessments (specific to elements of education as well as non-academic challenges), not relying on assumptions regarding the effects of disadvantage. This includes analysis of NFER assessments, SDQ's and WELLCOMM screening, as well as attendance data. We ensure we prioritise the 'challenges' our disadvantaged children experience and implement actions to address these. In addition to this, we focus on evidence from the EEF and other key research findings in relation to which interventions have the most impact.

This includes elements of metacognition, high quality feedback, learning for mastery, reading comprehension and emotional intelligence. Our actions are measurable and the impact of these are monitored closely.

Our strategy plan links closely with our school development plan and sports premium. We adopt the three-tier approach in which we prioritise high quality teaching and learning for all. Within this, we invest greatly in high quality CPD for all staff. Targeted Inter-

ventions are carefully planned for in-light of children's needs, including speech and language, reading and writing, and maths support. We also invest in wider strategies to support aspects of physical and mental wellbeing in addition to attendance.

### **Our ultimate objectives are:**

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

### **We currently:**

- Provide staff with CPD for interventions to be run with targeted groups of children.
- We fund breakfast and afterschool clubs for target pupils.
- We subsidise educational visits, workshops and residential trips.
- We use our CAMHS link worker, in school pastoral support, in addition to a Wigan Family Welfare Counsellor to provide targeted interventions to enable the whole child to succeed not only academically but physically and mentally.
- We provide 1-1 music tuition and specific resources so children have the opportunity to learn an instrument if they wish.

## **Challenges**

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments show that writing attainment is low, especially for disadvantaged children, from EYFS to KS2. In July 2025, writing data for disadvantaged children shows that an average of 56% of these students met Age-Related Expectations. Breakdown of PP achieving ARE: Reception: 50% Y1: 66%, Y2: 50%, Year 3: 40%, Year 4: 50%, Year 5: 60%, Year 6: 78%
3	Assessments, observations and discussions indicate that the application of phonics for reading and spelling is inconsistent in KS2. Difficulty is apparent in identifying the correct spelling for the sound. This has resulted in poor spelling and significant gaps which are impacting writing outcomes. These difficulties particularly impede our disadvantaged children.
4	Reception baseline assessments in CLL indicate that children enter St. Andrew's with significantly low literacy skills. Specifically, only 30% of pupil premium children are on-track in Reading, and 0% in Writing. As a result, their progress in acquiring age-appropriate numeracy skills is slowed, particularly for disadvantaged pupils.
5	Assessments, observations, and discussions with pupils and families across all phases have highlighted social, emotional, and mental health challenges for many students, often linked to additional needs, family issues, and limited enrichment opportunities. These difficulties are particularly pronounced among disadvantaged pupils, impacting their readiness to learn and, as a result, their attainment. Teacher referrals for support remain consistently high due to these challenges. (50% of our SEND children identified as having a primary SEMH need are also disadvantaged.)
6	Our attendance data for the 2024/25 year shows that disadvantaged pupils had lower attendance rates compared to their non-disadvantaged peers, with PP attendance at 93.2% compared to 95.1% for non-PP pupils. Additionally, 25% of persistently absent pupils are disadvantaged, meaning absenteeism continues to have a negative impact on the progress of disadvantaged students.

## 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. Progress in this area is also reflected in PSED ELG assessments at the end of Reception and observation points throughout the year, in line with Development Matters.
Improved attainment in Reading and Writing among disadvantaged pupils.	<p>Writing outcomes continue to improve annually, with the goal that by 2026/27, at least 65% of disadvantaged pupils will meet the expected standard at the end of Key Stage Two.</p> <p>Additionally, the percentage of disadvantaged children reaching the Early Learning Goal (ELG) in Writing will increase each year, leading to a reduction in the gap between disadvantaged and non-disadvantaged pupils by 2026/27.</p>
Improved phonics application/ spelling for disadvantaged pupils by the end of KS2.	Spelling outcomes improve annually, with disadvantaged pupils consistently applying spelling rules in line with age-related expectations by 2026/27. Results will show more disadvantaged pupils meeting the expected standard, reducing the gap between them and their non-disadvantaged peers.
Increased percentage of disadvantaged children achieving the Early Learning Goal (ELG) in Number and improve their progress in Maths by the end of Key Stage One, narrowing the achievement gap with their peers by 2026/27.	<p>By the end of 2026/27, the proportion of disadvantaged children achieving the Early Learning Goal (ELG) in Number will have risen, resulting in a reduced gap between them and their peers.</p> <p>Furthermore, the percentage of disadvantaged children on track in Maths by the end of Key Stage One will show steady year-on-year progress compared to their 2024/25 Reception base-line, leading to a sustained reduction in the achievement gap between disadvantaged and non-disadvantaged pupils</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	By 2026/27, wellbeing assessments (motional snapshots) will show measurable improvement in the social, emotional, and mental wellbeing of pupils, particularly disadvantaged ones. A higher percentage of disadvantaged pupils will be actively engaging in social and emotional support programs, including counselling, wellbeing workshops and sensory therapy. Additionally, self-regulation in the Early Years Foundation Stage (EYFS) will align more closely with national expectations.

	All staff will be trained on pupils' social, emotional, and mental wellbeing, with a focus on the needs of disadvantaged students. This will reduce behavioural incidents related to self-regulation issues across the school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance rates will improve, and the gap between disadvantaged and non-disadvantaged attendance rates will have narrowed by 2026/27 including those identified as persistently absent.

## 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.	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: <a href="https://educationendowmentfoundation.org.uk/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
CPD from St John Vianney English Hub and PTI in oracy, Reading Comprehension and Writing will be cascaded to staff from English Lead.	Continued CPD and collaboration across schools enhances professional inquiry and impacts positively on educational standards.	1,2
Continue to embed the new <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.  CPD for staff in delivering our new scheme. Ensure all	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

new staff are trained in this scheme.		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p>	<p>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:</p> <p><a href="https://publishing.service.gov.uk/standard/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="https://www.gov.uk/government/publications/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Further members of staff will be highlighted 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.</p>	<p>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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/resource/1030/eef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5
<p>Further develop the maths curriculum in line with DfE and EEF guidance, incorporating insights from the recent Early Years curriculum review.</p> <p>Prioritise resources that focus on small, incremental steps to ensure consistent progress for all pupils.</p> <p>Continue to embed the Mastering Number programme in Early Years and KS1.</p> <p>Roll out Mastering Number at home for Reception and Key Stage One.</p> <p>Allocate release time for the Primary Maths Specialist to lead TRGs for internal professional development</p>	<p>The DfE's non-statutory guidance outlines a clear sequence for the primary maths curriculum, combining curriculum prioritisation with high-quality professional development and NCETM Primary Mastery PD materials.</p> <p>The EEF emphasises the importance of professional development to enhance practitioners' knowledge of maths, children's development, and effective teaching. It also highlights that mastering early maths concepts requires time, with skills emerging in varying sequences, and that self-regulation and metacognitive skills are crucial for success in early mathematics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	

## 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.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Renewal of standardised diagnostic assessments – IDL, Ed Shed, NFER, Nessy	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF:  https://d2tic4wvo1iusb.cloud-front.net/producti on/documents/news/Diagnostic Assessment Tool.pdf?v=1697619973</a></p>	3,4
Continued CPD for LSAs trained in targeted interventions. Timetabling of LSAs to deliver high quality interventions to support Reading, Writing and Maths.	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	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 Pastoral support for group, 1-1 and behaviour support.	Both targeted interventions and universal approaches can have positive overall effects:	5

	<a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	
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 <a href="#">Improving School Attendance</a> 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 2024/25 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.

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.

### 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.