

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 (3 year plans are recommended)	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

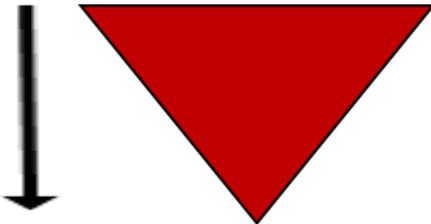
Detail	Amount
Pupil premium funding allocation this academic year	£52628
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8376
Total budget for this academic year	£61004

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 Interventions 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	Greater number of children experiencing social, emotional and mental health difficulties. (50% of our SEND children identified as having a primary SEMH need are also disadvantaged).
2	Gaps in reading, writing, maths and phonics between disadvantaged and non-disadvantaged.
3	Observations and discussions indicate that the structure of maths lessons is inconsistent. This has resulted in cognitive overload for disadvantaged pupils and has impacted maths outcomes.
4	Speech and language - Pupils' pre-literacy skills: observations, interactions with pupils and baseline language assessments on entry to the EYFS suggest lower levels of oracy, receptive and expressive vocabulary among many of our disadvantaged cohort.
5	Knowledge of our community reveals that some of our pupils, specifically those who are disadvantaged have limited experiences and wider knowledge/awareness of the world beyond their immediate local community which has a negative impact on accessing the whole curriculum.
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. 36% of our pupils marked as late are pupil premium.

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
To reduce the gap between PP and Non PP children who meet the national expectations.	The gap between PP and non-PP children who meet age related expectations is reduced.
Disadvantaged children will continue to achieve a high score at the end of KS2.	Children across KS2 who are eligible for PP will continue to achieve a high score in Reading, Writing and Maths.
Improved phonics application/spelling for disadvantaged pupils by the end of KS2.	Phonics and 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.
The pastoral needs of disadvantaged pupils are supported effectively including behaviour, attendance, well-being, and social, emotional and mental health.	<p>Children have greater access to wider curriculum opportunities.</p> <p>Parents and children feel well supported.</p> <p>The basic needs of the children are met when starting the school day.</p> <p>Boxhall profiles show improvements in the children’s social, emotional and mental health after receiving specific support.</p>
To achieve and sustain improved attendance for all pupils, particularly	Attendance rates will improve, and the gap between disadvantaged and non-disadvantaged attendance rates will

our disadvantaged pupils.	have narrowed by 2026/27 including those identified as persistently absent.
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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
Staff CPD on using WellComm to ensure early identification of speech and language difficulties and interventions put into place.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	4
CPD to support reading comprehension, writing and phonics.	Continued CPD and collaboration across schools enhances professional inquiry and impacts positively on educational standards.	2, 4, 5
CPD and coaching from the Maths Hub to ensure a consistent lesson structure and CPD on Rosenshine's principles to improve, develop and support classroom practice.	Lesson structures reinforce routines and scaffold learning. Sequences of activities are planned to stimulate and maintain engagement by linking lessons to the learning focus. Teachers adopt explicit teaching practices which clearly show children what to do and how to do it.	3

	Worked examples demonstrate the steps required to complete a task or solve a problem.	
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.	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
Further develop the maths curriculum in line with DfE and EEF guidance, incorporating insights from the recent Early Years curriculum review. Prioritise resources that focus on small, incremental steps to ensure consistent progress for all pupils. Continue to embed the Mastering Number programme in Early Years and KS1. Roll out Mastering Number at home for Reception and Key Stage One. Allocate release time for the Primary Maths Specialist to	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. 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. https://educationendowmentfoundation.org.uk/ /education-evidence/teaching-learning-toolkit/mastery-learning	2, 3

lead TRGs for internal professional development	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target key year groups and identified disadvantaged pupils with 1:1/small group specialized interventions (Sounds-write, 1:1 reading, stronger foundations, WellComm, maths interventions).	<p>Evidence suggests that schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others and that the needs of pupils are addressed, first and foremost, through high quality classroom teaching. Small group tuition is effective as it results in more focused teaching to pupils' needs, additional feedback from the teacher and more sustained engagement from disadvantaged pupils. Diagnostic assessment and teacher's knowledge of pupils start points, misconceptions and next steps ensures that small group teaching is focused and targeted on pupils' needs and effective.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • EEF T&L Toolkit – 1:1 tuition (+5 additional months progress) • EEF T&L Toolkit – Small Group Tuition (+4 additional months progress) • EEF T&L Toolkit – Reading comprehension strategies (+6 additional months progress) 	2, 3, 4, 5

	<ul style="list-style-type: none"> • EEF Guidance Report 'Maximizing the Impact of TAs. 	
Continue to implement evidence-informed S&L intervention - WellComm in Early Years to improve pupils' oracy skills as a foundation for early reading and future life chances	EEF - Communication and language approaches typically have very high impact and increase young children's learning by up to 7 months. It is recommended that as part of the implementation it is important to "Carefully match approaches with the needs of children – for example diagnosing whether a child is struggling with vocabulary or with social communication" – This is what the WELLCOMM diagnostic tool provides.	2, 4, 5
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>Diagnostic assessment EEF: https://d2tic4wvo1iusb.cloudfront.net/producton/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973</p>	2, 4
Timetabling of TAs to deliver high quality interventions to support Reading, Writing, Speech and Language and Maths.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part fund 1 Pastoral Lead and 1 TA to staff our Pastoral support for group, 1-1 and behaviour support.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 5, 6
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, residential, equipment and music tuition for example.	Evidence suggests that residential visits have benefits linked to improving pupils' engagement with learning; fostering deep relationships with peers and teachers and creating a sense of cohesion and belonging (vital after an extended period of lockdown and prior to a period of transition for pupils) and improving pupils' self-confidence, resilience, and well-being. Our decision to invest in subsidising school curriculum visits is supported by our own professional and contextual knowledge and previous school success that enhancing the wider curriculum with real life experiences builds	All

	our pupils' background knowledge and improve their access and understanding of their curriculum studies.	
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 2024 to 2025 academic year.

<u>Pupil Premium Attainment</u>					
GLD PP Data					
2022/2023		2023/2024		2024/2025	
PP	Non-PP	PP	Non-PP	PP	Non-PP
N/A	66.7%	100%	57.7%	50%	66.7%
The pupil premium children in YR are a very small cohort with maximum being 2 in 2023/2024.					
Y1 Phonics PP Data					
2022/2023		2023/2024		2024/2025	
PP	Non-PP	PP	Non-PP	PP	Non-PP
100%	77.8%	0%	82.1%	100%	75%

The pupil premium data children are Y1 are small numbers with the maximum of 2 in 2022/2023 and 2024/2025.

	End of KS2 PP Data					
	2022/2023		2023/2024		2024/2025	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Combined	12.5%	50%	20%	35%	77.8%	61.9%
Reading	50%	59.1%	30%	45%	88.9%	71.4%
Writing	50%	86.4%	50%	65%	77.8%	71.4%
Maths	37.5%	63.6%	50%	45%	88.9%	76.2%

There are larger numbers of disadvantaged children in KS2.

Attendance

Attendance data shows the overall percentage for attendance for last year was:

Disadvantaged children = 93.23%

Non-disadvantaged = 95.56%

The disadvantaged data is lower than the non-disadvantaged.

Lates

Late data shows the overall percentage of lates for last year was:

Disadvantaged children = 3.42%

Non-disadvantaged = 0.85%

Extra-curricular

Over 50% of attendees in our after-school clubs and extra-curricular activities are disadvantaged.

Pastoral Support

Pastoral support has been provided for all disadvantaged pupils who need the support. TA's have been trained in lego therapy. Disadvantaged who require 1-1 emotional support have been targeted and improvements in emotional regulation has been seen.

Boxall profiles are completed for all children who are identified as possibly needing SEMH support and appropriate support provided with the Boxall repeated at regular intervals. All Boxalls show progress.

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.