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St Marie’s Catholic Primary School

*“Learning through faith, love and respect”*



Pupil Premium Strategy Statement 2024-2025

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| Date Reviewed by Governors | 10/10/24 |
| Person Responsible: | Headteacher F Jackson |
| Governor | Mr P Santus |

**Signed:** A close up of a word

Description automatically generatedHeadteacher **Date:** 30/9/24

**Signed:** **P Santus** Pupil Premium Governor

**Signed:**  Chair/Governor

# St Marie’ Catholic Primary Pupil premium strategy statement 2024 - 2025

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

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| Detail | Data |
| School name | St Marie’s Catholic Primary School |
| Number of pupils in school | September 2024 =202 |
| Proportion (%) of pupil premium eligible pupils | October Census 2024 – not yet  September 2024 – 11.9% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Mrs Faye Jackson |
| Pupil premium lead | Mrs Faye Jackson |
| Governor / Trustee lead | Mr P Santus |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £48,665.00 |
| Recovery premium funding allocation this academic year | £3371.25 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  This is broken down by cost centre as:  TA small group and one-to-one support  Resources  School trips  Professional Services (Wigan Family Welfare)  Other | £52036.25  £41000  £2000  £2000  £3000  £3371.25 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *At St Marie’s we believe each child is made in the image and likeness of God and we recognise every child as unique and individual in their needs and talents. It is our ethos that every child is able to reach their full potential through our curriculum and wider aspects of school life, which consistently offer ambitious, inspiring and enriching opportunities for all pupils.*  *We target the use of the Premium Grant funding to ensure our disadvantaged pupils are fully supported and engaged in their learning and personal development so that they receive the highest quality of holistic education to become educated, caring, responsible citizens prepared for their future success. Our ethos supports our children to do their very best every day and develop into life long, engaged learners able to succeed in their family, in school. In work and in life.*  *Our whole school staff and governors are active in their responsibility for socially disadvantaged pupils and are committed to supporting and developing their pastoral, social and academic needs within our loving Catholic environment. We recognise that disadvantage children can experience a wide range of barriers which have the potential to impact on their learning. Therefore, through personalised learning, nurturing and targeted provision, barriers are removed enabling each child to reach their full potential, whatever their background.*  *Research and Evidence based strategies from Education Endowment Foundation(EEF) inform our continuous professional development to ensure the best teaching and learning methods are implemented to enable the very best outcomes. Regular reviews of these programmes ensure they are maximising the support and outcomes for the child. Where necessary informed changes will be made throughout the year. As a school we have found the main barriers to learning have included:*   * *Speech, language and communication skills delayed* * *Limited vocabulary and wider home experiences beyond the classroom* * *Social and Emotional needs* * *Prior subject knowledge poor, retention and memory recall limited* * *Self regulation and independence limited* * *Early development age and stage skills of a lower ability(post pandemic)*   *At St Marie’s we recognise that not all pupils who are socially, financially, emotionally disadvantaged are registered or qualify for free school meals. Therefore we reserve the right to decide and allocate how the disadvantaged funding is spent to support any pupil/groups of pupils who we have identified as being disadvantaged as we believe we are best placed to assess what additional provision should be made available for individual pupils.*  ***Key principles which will underpin our plan:***   * The strategy plan will link to all other school planning * All staff will be fully aware of the plan and their roles and responsibilities in its implementation * Governors will be kept informed regarding the implementation of the plan |

## Challenges

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

Currently, as of 24/9/24, 11.9% of school are identified as disadvantaged.

**Of these, 33 % are identified as having SEND, 17.4 % as having EAL and there are two children who are PP/SEND/EAL**

At St. Marie’s, the number of children with complex Special Education needs is increasing.

Children requiring Early Help support is on the increase.

EAL support is greater than previous years.

In year admissions to St Marie’s are a challenge.

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| Challenge number | Detail of challenge |
| 1 | Some pupils have specific academic weakness in reading, writing and maths through limited experiences and vocabulary development needs. Partnership support in all aspects of curriculum learning is often needed as parents find it difficult to support their child’s learning at home and there is often lack of routine and stability. Nurture and emotional support maybe needed in school.  This has been identified by evidence of home learning, attendance at meetings and discussions with staff.  Attainment is lower at KS 2 for PP children –  50% of PP pupils were at the expected standard compared with 89% of other pupil in reading  67% of PP pupils were at the expected standard compared with 96% of other pupils in writing  67% of PP pupils were at the expected standard compared with 89%of other pupils in maths |
| 2 | **Limited** social and communication skills – these have been identified by screening processes, formative observations, liaison with outside agencies and assessments and discussion with staff |
| 3 | Pupils and families have increasing social and emotional difficulties, experience inconsistency and have limited access to extended provision, wider opportunities and experiences of the wider world which impacts on their progress and attainment. Self/ Co regulation and social and emotional learning strategies are limited.  This has been evidence by discussion with staff, observations, individual nurture plans and school provision, appropriate screening processes, emotionally friendly training, wellbeing training, mental health training, ASD and ADHD training |
| 4 | Need to improve vocabulary and communication and interaction to continue to support COVID disruptions, language and communication development needs and the increase in PP with EAL across school (17.4% of PP have EAL)  Additional Challenges faced within cohorts - support needed for PP with EAL and SEND (33% of EAL have SEND) |
| 5 | Limited experiences beyond the classroom to support prior learning and academic enrichment, cultural capital and memorable experiences. Enrichment opportunities provided by school are not readily accessible and uptake can be limited as data tracking shows. Parental engagement needed, more accessible clubs required so that all pupils have access to enrichment opportunities |
| 6 | Lower rates of attendance compared to non-disadvantaged children . Attendance rates for pupils eligible for PP are below school  target of 96.5%. PA is identified and supported. As from September 2024, PP attendance was 95.53% whilst non PP was 96.5% (for month of September) |

## 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.

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| Intended outcome | Success criteria |
| All pupils accessing intervention programmes make at least good progress and achieve in line with non-disadvantaged  To ensure there is no GLD gap between disadvantaged and other children in EYFS  This will be measured by termly NFER assessments and screening processes | Intervention trackers evidence progress  Summative standardised assessments indicate progress, bell curve data and quintiles highlight progress  Formative observation indicates progress  Vocabulary and speech and language increase  Basic Skills in Maths, reading and writing are supported and raised  All areas of the curriculum accessed and progress identified across the curriculum  Analyses of interventions will evidence the positive effect and progress  WELLCOM data will show progress in language and communication achievements. |
| Pupils with identified communication, social, emotional or health needs are fully supported by all school staff and targeted provision monitored so that the needs are removed or alleviated and progress made.  This will be measured by progress measures in Boxhall Profiles, INP, Nurture support groups and observations, emotional regulation strategies observed | Boxall profile targets identify main need, Strengths and difficulties targets support programmes of support and indicate positive progress from baseline supported by termly assessment evidence  WELLCOM language acquisition data evidences progress  Emotionally Friendly School accreditation achieved and embedded across school  Lunchtime self/co regulation strategies equip pupils with successful unstructured times |
| School to deliver an ambitious curriculum More opportunities for wider experiences are given to children  Metacognition and self regulated learning promoted in classroom and all curriculum opportunities to help pupils organise and effectively manage their learning independently and reduce cognitive overload  This will be measured by Thinking Schools analysis, evidence and accreditation status and Wellcom/NFER assessments.  Enrichment opportunities across school available and taken up by all pupils | Pupil surveys demonstrate enjoyment and love of learning and increase in independence  Vocabulary progress  NFER assessment progress  Research and homework completed by all children. Pre-learning homework/experiences support the learner and develops vocabulary, key knowledge embedded in order to know more and use in later curriculum areas of their learning  Thinking Schools accreditation to be achieved. Embedded independent learning skills to reduce cognitive load, develop metacognition in all learners, reflect the principles of Rosenshine – prior learning embedded and applied to new learning to find out what they don’t know, progress made when they know more  Platinum Sports Award maintained for a 3rd year |
| Support for disadvantaged pupils is holistic and based on quality first teaching, and quality evidence based interventions | Thinking frames increase independent learning, progress and success  Metacognition  Basic Skills Quality Mark is recognised and endorsed through re accreditation of the Quality Mark status for Early Years and Across school |
| Progress in reading.  Baseline information will be established and progress measured by NFER termly assessments, End of KS data.  New reading project based on comprehension – whole school | Achieve above national average progress scores in KS2 – Reading 82% (whole cohort) 50% PP for 2024  For 2024/25 – all PP to achieve Expected Standard at Key Stage 2 |
| Progress in writing.  Clear baselines will be identified and progress measured by teacher moderated assessments | Achieve above national average progress scores in KS2 – Writing 90% (whole cohort) 67% PP for 2024  For 2024/25 – all PP to achieve Expected Standard at Key Stage 2 |
| Progress in maths  This will be measured by termly NFER standardised assessments, End of KS data | Achieve above national average progress scores in KS2 – Maths 85% (whole cohort) 67% PP 2024  For 2024/25 – all PP to achieve Expected Standard at Key Stage 2 |
| Progress in phonics  Measured by phonics screening | Achieve above national average expected progress in Phonics screening check |
| PP pupils to consistently reach our school Attendance target and punctuality target  This will be measured by attendance monitoring, working with EWO, working in partnership with families, Early Help support as required | Attendance of PP cohort above 96.5% and punctuality above 99% |

**Activity in this academic year**

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost:(including TA salary for adaptive teaching strategies/intervention support/in class support/resources/ CPD consultancy partnerships

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional whole school and transitional meetings between teachers to establish accurate academic, social, emotional and family starting points and needs. Parent workshops and Meet the Teacher sessions planned throughout the year  Counsellor support, Early Help | EEf research shows transitional phases between year groups and key stages is a risk point for vulnerable learners  Expectations and understanding of curriculum at age and stage explained assists parental involvement  EEF impact of parental involvement +4 months  Intervention support shows progress | 1,2,3,4,5,6 |
| *Subscription to THINKING MATTERS for further development in teaching and learning styles, metacognition and self regulation. All subject leaders developing curriculum areas to include*  *£3.00 per pupil per year plus consultancy fees and staff training time* | EEF research impact +7 months  Increase in independent learners and progress of all groups and levels of attainment  Fluency and recall of knowledge improves in speed and accuracy and used to embed learning  Organised learners showing progress  EEF collaborative learning approaches +5 months  Thinking Schools accreditation successful  EEF research into low cost, high impact strategies such as metacognition, thinking schools, feedback and self-regulation  University of Exeter research on the impact of the Thinking Schools approaches  Ofsted’s research into the implementation of a sequenced and challenging curriculum | 1,2,3,4 |
| *Allocation of funds towards continuing Professional development for teachers and TA’s across curriculum. Each to be monitored for impact* | Supporting high quality teaching and CPD is essential in improving children’s outcomes- EEF states it can narrow the disadvantaged gap.  Continuous high quality improvement ensures classroom practice and pupil outcomes of a high standard and progress made for all pupils.  NorthWest Maths Hub partnership accessing Maths training across the key stages.  Sustaining mastery maths school continue with this support and implementaion  Headteacher meetings North West Hub  Mastering number programme North West Hub  Literacy leaders training using North West Hub consultancy training  Direct consultancy work with Anna Lucas Phonics and Early Reading  Subscription to professional organisations for each subject to ensure subject leaders knowledge and understanding is of a very high standard to lead their subject and support learners  Subscription to Mary Myatt to enhance subject skills and knowledge and leadership  National College webinars accessible for training across the curriculum  EEF teaching and learning toolkit  Consistency in lesson design , robust basic skills, progression of skills used in adaptive teaching support , interventions, key knowledge/concept end points  Two SENDCOs leading Key Stage 1 and Key Stage - 2 training with consultants, cluster meetings, working with outside agencies such as The Engagement Centre | 1,2,3,4,5,6 |
| *Quality First Teaching and outstanding knowledge rich curriculum, ambitious and inspiring for all pupils and fully supports PP/SEND/EAL*  *Whole school TESS training SLA, EP training SLA*  *SEMH training*  *Communication Speech and language champions training* | Current SEND/PP main needs are SEMH and Communication and Interaction and EAL  CPD for staff focusing on ASD and ADHD, JC leading in developing provision for EAL thorugh working with EMAS team and CPD | 1,2,3,4,5,6 |
| *Nurture Leader collaborative working partnerships with LA, EP, CAMHs Link worker, Wigan Family Welfare service level agreement,DSL network* | EEF collaborative working partnerships to enhance social and emotional +4 months progress  Nurture leader to complete Senior Mental Health Practitioner, inform staff , mental health and wellbeing CPD whole school  Support from counsellor | 1,2,3,4,6 |
| *In EYFS , through quality First Teaching, EYFS SLE teacher skills and additional adult support hours, prime areas of CL,PSE PD targeted. In KS1 enhanced play based learning exploration embedded into classroom routine and independent learning*  *Interventions for Coordinated Learning from Wigan Athletic coaches*  *Resources*  *FUN BOX JO active Singing and signing* | Academic scores show progress in line with school and above National  Enjoyment for learning increases – Pupil Attitude Survey data  EEF research rates physical development approaches as +3. Participate in weekly Wigan Athletic sessions for Physical  EEF rates communication and language as +6 months progress –class room areas, personalised support and continuous provision supports- see planning  EEF rates arts Participation as +3 months  These can have impact on academic outcomes in other areas of curriculum  COOL Club Coordinated Learning Club for fine motor and gross motor development, emotional regulation, participation in team resilience skills  Oracy, confidence, emotional participation planned for expressive arts curriculum across school  Continuous provision in Year 1 to develop the learner, embed and consolidate, improve confident and independent learners. | 1,2,3,4,5,6 |
| *HLTA/ TA support in each class for focused catch up interventions and pre and post learning opportunities*  *Adaptive teaching strategies to support the learner and independence within the lesson* | Trained staff deliver specific selected interventions strategies in Year 2, Y1 and KS2, pre teaching using phonics scheme  Interventions monitored by SENDCo and SLT  Prior key facts known by teachers as non negotiables to provide structure and scaffold to adaptive teaching and support form teacher and teaching assistants | 1,2,3,4,5,6 |
| *De-escalation training for staff, MA – training in resilience and group of staff to train in TEAM TEACH* | Early identification of need and support timely in place demonstrates increase in ability, confidence, attainment, enjoyment, regulation  Progress demonstrated in  Self awareness, self regulation, social awareness, relationship skills and responsible decision making improvements –attainment data as evidence  EEf states behaviour interventions +4 months progress  Metacognition and self regulation +7 months  Social and emotional learning +4 months  Success evidenced in Emotionally Friendly status achieved  Attendance and punctuality improves beyond than school target  Behaviour and attitudes to learning are exemplary  Love of learning and love of reading evidenced | 1,2,3,4,5,6 |
| *High quality CPD and staff meeting dissemination time to further develop the role of subject leaders and senior leaders to demonstrate impact in their subjects and leadership* | Mastery learning EEF impact +5 months  Staff confident in leading their subject and developing excellent teaching and learning in all staff  NPQ qualifications successfully achieved from last year NPQSL, NPQML,  This year continuation of - National Professional Qualification for Leading Teacher Development (NPQLTD)- has been achieved Feb ’23- to have responsibilities for leading the development of other teachers in their school. | 1,4,5 |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1:1 and small group Interventions to be carried out by experienced teachers and trained teaching assistants  maths recovery  Super Sonic Phonic Friends  IDL- dyslexic  Precision monitoring  Boxall Profile Targeted work  Interventions  All interventions monitored , reviewed 6 weekly by SENDCO  Trained staff to 1:1, small group interventions before and after school following summative assessments and impact of interventions before the end of autumn term  Peer tutoring for self -esteem and communication  HLTA(with QTS status) extra hours organised for 1:1 support in trained interventions  Support Clubs morning and evening planned using QTS staff | Research demonstrates that disadvantaged pupils benefit form 1:1 support. Training and monitoring are key to success of the intervention delivered.  Low attaining pupils will benefit  Lowest 20% data form Standardised NFER termly tests analysed and next steps disseminated  Professional conversations and impact of interventions documented  IEP reviewed and parental involvement consistent  Liaison with professional agencies to further support and evidence progress  EEf Individualised instruction +4 months, 1:1 tuition +5 months  Peer tutoring +5 months  Effective use of TA support – EEF states +4 months  Provision of Quality First Teaching, mastery curriculum, effective feedback and prior learning opportunities, plus effective challenge and ambitious curriculum provided for identified vulnerable pupils needing to catch up | 1,2,3,4,5,6 |
| *Homework clubs provided* | EEF research states effective homework can have +5 months progress  Technology can be accessed easily and nurture support and cognitive support given to add impact  Before and After School to support children’s homework to support families | 1,,2,3,4,6 |
| *Breakfast Nurture Club to provide morning routine, set affirmations, consistent and positive approach to the day, regulate emotional need*  *Nurture support, Boxall information termly NFER assessment analysis* | 1:1 support for attendance, health, wellbeing to have an impact on academic progress  Boxall profile data, WELLCOM data, Strengths and difficulties questionnaire data all evidence progress  Behaviour +4 months  Social and Emotional +4 months  Regulation strategies improved and impacting on successful academic and social progress | 1,2,3,4,6 |
| *In EYFS, through quality first teaching, the focus is on the Prime Areas of PSE, CL and PD. Additional adult hours to support these prime areas.*  *SEND provision supported in EYFS environment* | EEF rate communication and language as +6.  Classroom enabling environments and adult support to reflect the strategies Quality First teaching and continuous provision needed  Pupils are equipped with the key skills needed to access the whole curriculum and be effective learners. | 1,2,3,4,5 |
| *Continue to audit current phonics provision resulting in further quality training for teaching assistants and new staff,* | High quality research and synthetic, systematic training to enhance current skills  Resources extended to match stage of reading trained  EEf rates phonics as +5 months  Phonics is an important component in early development of reading- particularly in vulnerable groups  Trained TA’s to deliver to targeted small groups as addition to daily phonics teaching. Pre teaching and post teaching sessions made available | 1,3,4,6 |

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| *Funding to provide outdoor learning staff training by professional organisation* | Outdoor learning enrichment supports academic progress and develops self esteem and resilience  Lunchtime clubs -enhance PP take up of provision for enrichment and academic development | 1,2,3,4,5,6 |
| *Yearly subscriptions to :*  *IDL – dyslexia resource*  *THINKING MATTERS WELLCOM vocabulary screening*  *Picture news*  *DOODLE maths* | Evidence based research to select effective resources for targeted support  Impact evidenced in all data collections and pupil voice  Parent Involvement improves to support home learning and consolidate skills using Apps provided by school  Homework clubs and pre and post learning support use subscription | 1,2,3,4,6 |
| *Termly NFER assessments in core subjects for Y1, Y2,Y3,Y4,Y5, Y6 Used to identify academic progress and quintile Bell Curve data* | Used to benchmark our results nationally  Confidently monitor attainment and progress  Make accurate comparisons between pupils and groups of pupils  track PAG groups  Gain formative information to guide teaching and learning, next steps  To demonstrate progress over time | 1 |
| *Assessments to help identify the factors (including any educational reasons) as to why some children in receipt of PPG failed to make expected progress in line with previous attainment*  *- Ed Psychologist*  *Speech and Language*  *HOPE and Landgate Special school support*  *- TESS Team*  *- Behaviour Support*  *Early Help Startwell*  *- Internal data and observations*  *counsellor* | Reports and support from Educational Psychologist and Targeted Educational Support Services have supported EHCP applications and school Provision. School currently has 6 children with EHCPs and complex needs supported by numerous professionals,  4 year 1 with intensive speech and language support  Writing fromKS1 to kS2 support  Support needed for EAL who have recently joined school with no or  Dyslexic tendencies monitored and supported, supported limited English- EMAS involvement  B Squared assessment tool kit used – training received | 1,2,3,4,5 |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *.Nurture support for disadvantaged pupils, social stories, Lego Therapy, Boxall*  *Zones of regulation* | All supported by high quality and regular training by Nurture Lead – in conjunction with EP, Wigan Family Welfare counsellor, behaviour team, sensory team, Speech and Language team  CPD and targeted resources and interventions EEF evidence states ++4 months | 1,2,3,4,6 |
| *Release time for SEND leaders and staff and family to feedback regularly, to support families with SEND and PP*  *EHCP reviews and parental/professional meetings* | 9 x EHCP currently  SEMH high need in SEND  PP need Communication and Interaction and SEMH.  Parental engagement +4 months | 1,2,3,4,5,6 |
| *EAL and PP (17.4%). Training and CPD for EAL lead – JC* | Parental engagement improved  Strategies and partnership with families | 1,2,3,4,6 |
| *Direct pastoral support for low attendance, SEMH from Nurture Leader – introduction of Breakfast pastoral club* | Nurture leader Breakfast support for identified children  Progress evident in behaviour around school, social interaction, participation in all areas of the curriculum | 1,2,3,4,6 |
| *Develop sense of belonging , cultural capital, enrichment experiences, self-esteem, and vocabulary of PP pupils through supporting financially trips, parental engagement for understanding, music, residential, widening vocab through reading enrichment sessions with peers* | Provision of a range of experiences and initiatives to extend children’s experiences see  The Pupil Premium How schools are spending funding successfully toolkit and EEF research  Internal WELLCOMM data  NFER termly assessment highlight progress  Tracking groups for attendance at clubs  Visitors, visits, experiences developed through our enriching curriculum to address these needs  Parental workshops to help parents support at home  Overviews of termly work so parents involved in key concepts and new learning | 1,2,3,4,5,6 |
| *All children given opportunities to participate in enhancement activities . Extra curricular morning and evening clubs provide a wealth and opportunities to broaden curriculum, skills, physical health and welllbeing* | *Wellbeing Lunch Club pupil voice*  *Play Leaders pupil voice and interaction*  *PAS data*  *Attendance/punctuality improves*  *PP tracked data for participation at enrichment clubs- Places reserved and paid for for PP*  *Year 6 bubbies*  *Children’s Leadership pupil voice, surveys, reports at minutes, enrichment clubs initiated by children leadership team*  *Extra curricular clubs allow pupils to excel in areas of strength and as such improve their mental health. The EEF refers to extra curricular clubs supporting the ‘character’ of pupils. That by nurturing a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that these skills underpin success in school and beyond. These ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’ include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.* | 2,3,4,5,6 |
| *ACTIVE MATHS subscription*  *Also I hour weekly of Dance, Drama, Expressive arts and music added to enhance and enrich our curriculum provided and to develop speaking and listening confidently, team work, resilience, independence, emotional skills and regulation*  *and delivered by specialist teacher to all pupils further supported by Afterschool club opportunities* | *EEF demonstrates planned short , regular activities to increase fitness and activity taught*  *Active Maths involvement ensured Platinum Award for PE*  *through sport/expressive arts , have potential to +3 months progress enrichment*  *Mental and Wellbeing improved*  *Confidence self esteem*  *Helps to tackle obesity crisis*  *Oracy/picture book/music start point for expressive arts session improves vocabulary and PAS data* | 1,2,3,4,5,6 |
| *Active minutes, play leader games, Daily Mile* | Promote active learning to support tackling obesity crisis, raise motivation and self-esteem with communication and interaction . Varied , enjoyable, activities provided  Pupil voice evidence | 2,3,4,5,6 |
| *Wider Opportunities percussion Year 4 supported programme- SLA* | EEF Arts Appreciation states +3  Track for result in academic progress  CPD for teachers  Live performances to parental and wider audiences x3 annually | 1,5 |
| *Further develop the provision Extra curricular clubs* | Pupils can excel in all areas and improve SEMH  EEF research evidences the extra curricula clubs supporting the ‘character and confidence’ of pupils.  Skills developed all support future success  PP personally invited and provision provided | 2,3,4,5 |
| *Uniform,essential, food provided to support for disadvantaged* | School intelligence and parental partnership supports families in times of need and financial/emotional challenges  Support given in a timely manner  Uniform exchanges provided/donated  Nearly new uniform always available  Support for FSM updating service, partnership in communication with parents  Monitoring meals uptake and using soft intelligence of known families to support  FSM grab bags available for collection as needed | 1,2,3,4,6 |
| *Educational visits and residential visits supported financially- all children access experiences beyond the classroom* | First hand opportunities to ignite and sustain life long learners. They develop cultural capital and a sense of community and belonging . They provide experiences which are limited for some who never travel outside their immediate area  Research, volunteers, extra reading around a theme or academic subject engages and improves attitude to self and learning  Vocabulary improvements  Speech, language and communication , interaction improves  Monetary funding to support visits  PP spaces reserved for clubs as some clubs operate on a first come first book in system and our PP pupils and parents need support with this so they do not miss the opportunities, supportive conversations and financial support always available and offered in a timely manner | 1,2,3,4,5 |
| *Provide peripatetic music lesson support for disadvantaged children who need encouragement, ambitious challenge* | +3 months progress plus commitment and resilience independence skills improved  Parental engagement improves  Opportunities not open to them provided for  EEF +3 months for art participation | 1,2,3,4,5,6 |

# Part B: Review of the previous academic year

## Outcomes for Disadvantaged pupils

## Pupil premium strategy outcomes 2023-2024

Disadvantaged pupil performance overview **Key Stage 2** for this current academic year (2023/2024) external data

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| --- | --- | --- | --- |
| **PP pupils Measure** | **PP pupils Score=**  **6 pupils** | **All pupils = 33 pupils** | |
| **Meeting Expected Standard at KS2** | | | |
| Reading | 50% | Reading | 82% |
| Writing | 67% | Writing | 91% |
| Maths | 67% | Maths | 85% |
| GPS | 67% | GPS | 82% |
| Meeting expected standard at KS2  in RWM | 50% | Meeting expected standard at KS2  in RWM | 76% |
| **Achieving higher standard at KS2** | | | |
| Reading | 17% | Reading | 24% |
| Writing | 0% | Writing | 24% |
| Maths | 17% | Maths | 21% |
| GPS | 33% | GPS | 55% |
| Meeting higher standard at KS2  in RWM | 0% | Meeting higher standard at KS2  in RWM | 9% |

KS2 Progress

NO Progress measure 2023/2024 data due to NO externally validated KS1 data due to COVID Pandemic

## 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*

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| --- | --- |
| Programme | Provider |
| IDL | IDLS group.com |
|  |  |
| Adventures in Metacognition | Thinking Matters |
| NFER assessments | NFER |
| DOODLE MATHS | Doodle Learning |
| Charanga | Wigan Wide Music Group |
| Boxall Profile | Nurture UK |
| Counselling | Wigan Family Welfare |
|  |  |
| WELLCOM | GL Assessment |
| Lucid Rapid Dyslexia screening | GL Assessment |
| Supersonic phonics | Anna Lucas |

## Service pupil premium funding

1 pupil