

Pupil Premium Strategy Statement – 2023-2026

Standish Lower Ground Saint Anne's

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

**Details/data updated October 2025*

School overview

| Detail | Data |
|--|------------|
| Number of pupils in school | 145* |
| Proportion (%) of pupil premium eligible pupils | 43%* |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2023-2026 |
| Date this statement was published | 31/12/2023 |
| Date on which it will be reviewed | 01/09/2026 |
| Statement authorised by | P.Ivory |
| Pupil premium lead | J.Roughley |
| Governor / Trustee lead | E.Austin |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £87,330* |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £0 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year | £87,330* |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment in all areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, for all these children.

We will consider the challenges faced by vulnerable pupils, whether they have social worker involvement or struggling with mental health issues. The activity 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 gap for all pupils, including the disadvantaged. 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.

A priority for raising attainment involves support for the families. This includes work on attendance, punctuality, managing pupil behaviour (in school and at home) supporting mental health and wellbeing and providing good communication with parents regarding supporting learning at home (including workshops, parents evenings, class emails, phone calls etc). Part of supporting attendance includes developing nurture groups to enable pupils to improve attendance and enjoyment in school whilst providing an experience that enhances wellbeing.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Baseline assessments evidence speech, language and communication skills are below average. |
| 2 | Social and communication skills and limited vocabulary are evident in the disadvantaged children. |
| 3 | Social and emotional needs remain a barrier to progress and attainment. |
| 4 | Data evidences that there is an attainment gap between disadvantaged and non-disadvantaged children. |
| 5 | Data evidence a gap in attendance / punctuality disadvantaged and non-disadvantaged children. |
| 6 | To ensure disadvantaged children have an opportunity to experience a variety of enrichment opportunities. |

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 |
|---|---|
| Improvement in speech, language and communication skills by the end of Reception and Key Stage 1 | End of year data evidences improvements in progress and attainment in speech, language and communications skills <i>2024 – 2025 – We continue to use WellCom to close gaps and allow children to develop their speech and language.</i> |
| Improvement in social and communication skills and vocabulary throughout school | End of year data evidences improvements in communication skills and vocabulary <i>2024 – 2025 – Word Aware is beginning to be implemented to support vocabulary throughout skills. Lego Club is being used to develop communication skills.</i> |
| The gap in attainment in phonics, reading, writing and maths between disadvantaged/non-disadvantaged pupils is reducing | End of year data evidences the attainment gap is reducing The quality of teaching across school is securely good Phonics Screening outcomes are in line with national outcomes <i>2024 – 2025 – Quality of teaching is improving throughout school. Reading continues to be a priority and focus for 2025-2026.</i> |
| The social and emotional well-being is improving and is less of a barrier to progress and attainment | End of year data evidences improvements in progress and attainment. Pupil voice evidences improvements in well-being. <i>2024 – 2025 – Social and emotional well-being is improving. Staff feel equipped to deal with barriers and external support such as Wigan Family Welfare has provided counselling for Pupils. Pupils are happy and enjoy school.</i> |
| The gap in attendance/punctuality between disadvantaged/non-disadvantaged children is reducing | End of year data analysis evidences gaps in attendance/punctuality is reducing. <i>2024 – 2025 – Attendance is a continued focus. Strategies in place such as attendance certificates and attendance trophies.</i> |
| There is a planned programme of enrichment opportunities each academic | A St Anne’s Cultural Capital Offer is in place and disadvantaged children enjoy and attend enrichment activities. <i>2024 – 2025 – Cultural Capital is in place. Currently refining to ensure set experiences are identified and assigned to year groups.</i> |

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: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD – School to school teaching observations (teachers/TAs) | EEF – High Quality Teaching (Mentoring and Coaching for Teachers) | 1, 2 and 4 |
| CPD – Consortia Improvement Groups (Maths/English/Art/Special Needs) | EEF – High Quality Teaching (Mentoring and Coaching for Teachers) | 1, 2 and 4 |
| CPD – Supersonic Phonics (Teachers/TAs) | EEF – High Quality Teaching (Professional Development) | 1, 2 and 4 |
| CPD – Reciprocal Reading/Improving Fluency/Terrific TAs) | EEF – High Quality Teaching (Professional Development) | 1, 2 and 4 |
| CPD – Subject Leadership (Teachers) | EEF – High Quality Teaching (Professional Development) | 1, 2 and 4 |
| CPD – English Consultant (Teachers) | EEF – High Quality Teaching (Professional Development) | 1, 2 and 4 |
| CPD – Maths Hub Specialist (Teachers) | EEF – High Quality Teaching (Professional Development) | 1, 2 and 4 |
| Purchase of Spelling and Grammar resources (Teachers) – 2024-2025 | EEF – High Quality Teaching (Technology and other resources to support high quality teaching and learning) | 1, 2 and 4 |
| CPD – PTI Training (Computing/English/Science/Art/History) – 2024-2025 | EEF – High Quality Teaching (Professional Development) | 1, 2 and 4 |
| CPD – Aspire (Behaviour Management/SEN) – 2024-2025 | EEF – High Quality Teaching (Professional Development) | 1, 2 and 4 |

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

Budgeted cost: £62,330*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| Purchase of Supersonic Scheme of Work | EEF – Targeted Academic Support (Targeted Interventions/Teaching Assistant Deployment) | 1, 2 and 4 |
| Purchase of Vocabulary Schemes of Work (Word Aware) | EEF – Targeted Academic Support (Targeted Interventions/Teaching Assistant Deployment) | 1,2 and 4 |
| Tutor | EEF – Targeted Academic Support (Small group) | 1 and 4 |
| Teaching Assistants | EEF – Targeted Academic Support (One to One and Small group) | 1 and 4 |
| Purchase of IDL | EEF – Targeted Academic Support (Small group) | 1 and 4 |
| Lego Therapy training – 2024-2025 | EEF – Targeted Academic Support (Targeted Interventions/Teaching Assistant Deployment) | 1,2 and 4 |
| Drawing and Talking Therapy training – 2024-2025 | EEF – Targeted Academic Support (Targeted Interventions/Teaching Assistant Deployment) | 1,2 and 4 |
| Purchase of Lexia Core 5 – 2025-2026 | EEF – Targeted Academic Support (Targeted Interventions/Teaching Assistant Deployment) | 1,2 and 4 |
| Purchase of Doodle Education – 2025-2026 | EEF – Targeted Academic Support (Targeted Interventions/Teaching Assistant Deployment) | 1,2 and 4 |

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

Budgeted cost: £15,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Purchase of Social Skills Schemes of Work | EEF – Targeted Academic Support (Targeted Interventions/Teaching Assistant Deployment) | 1, 2, 3 and 4 |
| Cultural Capital Offer (Theatre Trip/Chill Factore) | EEF – Wider Strategies (extra-curricular activities) | 4 and 6 |
| Learning Mentor | EEF – Supporting attendance and supporting pupil's social, emotional and behavioural needs | 4 and 5 |
| Commando Joes | EEF – Supporting attendance and supporting pupil's social, emotional and behavioural needs | 4 and 5 |
| Wigan Athletic Community Trust inc. after school clubs | EEF – Supporting attendance and supporting pupil's social, emotional and behavioural needs | 4 and 5 |
| Wigan Warriors Community Trust inc. after school clubs | EEF – Supporting attendance and supporting pupil's social, emotional and behavioural needs | 4 and 5 |
| Special Visitors | EEF – Supporting attendance and supporting pupil's social, emotional and behavioural needs | 4 and 5 |
| Start Small Dream Big Careers Programme – 2024-2025 | EEF – Supporting attendance and supporting pupil's social, emotional and behavioural needs | 2, 3 and 6 |
| Wigan Music Service – Wider Ops | EEF – Targeted Academic Support (Targeted Interventions/Teaching Assistant Deployment) | 4 and 5 |

Total budgeted cost: £ 87,330*

Part B: Review of the previous academic years

Outcomes for disadvantaged pupils

Attainment

Early Years

2022-2023 - Three children in cohort. One child attained a Good Level of Development.

2023 – 2024 - Four children in cohort. One child attained a Good Level of Development.

2024 – 2025 - Six children in cohort. Two children attained a Good Level of Development. The children who did not achieve are all on the SEN register.

Y1 Phonics Screening

2022 – 2023 – seven children in cohort. Three children passed the phonics screening test.

2023 – 2024 – Seven Children in cohort. Three children passed the phonics screening test.

2024 – 2025 – Two Children in cohort. Two children passed the phonics screening test

Y2 Phonics Screening

2022 – 2023 – Eight children in cohort. Six children passed the phonics screening check and this was in line with LA figures.

2023-2024 – Seven Children in cohort. Four Children resat the phonics screening. Four children passed the phonics screening test

2024 – 2025 – Nine Children in cohort. Three Children resat the phonics screening. One child passed the phonics screening test. The children who did not achieve both have EHCPs

End of KS1 assessments

Reading

2022 – 2023 – Eight children in cohort. Two children achieved the expected standard for the end of KS1.

2023-2024 – Eight children in cohort. Five children achieved the expected standard for the end of KS1.

2024-2025 – Nine children in cohort. Four children achieved the expected standard for the end of KS1.

Writing

2022 – 2023 - Eight children in cohort. Two children achieved the expected standard for the end of KS1.

2023-2024 – Eight children in cohort. Three children achieved the expected standard for the end of KS1.

2024-2025 – Nine children in cohort. Four children achieved the expected standard for the end of KS1.

Maths

2022 – 2023 – Eight children in cohort. Four children achieved the expected standard for the end of KS1 and this was in line with LA figures.

2023-2024 - Eight children in cohort. Five children achieved the expected standard for the end of KS1.

2024-2025 – Nine children in cohort. Five children achieved the expected standard for the end of KS1.

Combined (reading, writing and maths)

Eight children in cohort. Two children achieved the expected standard for the end of KS1 in all three subjects.

2023-2024 – Eight children in cohort. Three children achieved the expected standard for the end of KS1 in all three subjects.

2024-2025 – Nine children in cohort. Four children achieved the expected standard for the end of KS1.

Multiplication check

2022 – 2023 – Twelve children in cohort. The average score for these pupils was 18.6 and this was in line with LA figures.

2023-2024 - Nine children in cohort. The average score for these pupils was 19.2 and this was in line with LA figures.

2024-2025 - Ten children in cohort. The average score for these pupils was 17.7 and this was in line with LA figures.

End of KS2 assessments

Reading

Seven children in cohort. Four children achieved the expected standard for the end of KS2 and this was in line with LA figures.

2023-2024 – Thirteen children in cohort. Five children achieved the expected standard, and two children achieved the higher standard for the end of KS2. This was just below the LA figures.

2024-2025 - Eleven children in cohort. Six children achieved the expected standard, and four children achieved the higher standard for the end of KS2. This was well below LA figures for the expected standard. This was well above for the greater depth standard.

Writing

2022 – 2023 – Seven children in cohort. Four children achieved the expected standard for the end of KS2 and this was in line with LA figures.

2023-2024 – Thirteen children in cohort. Six children achieved the expected standard, and two children achieved the higher standard for the end of KS2. This was above the LA figures.

2024-2025 - Eleven children in cohort. Three children achieved the expected standard, and four children achieved the higher standard for the end of KS2. This was well below LA figures for the expected standard. This was well above for the greater depth standard.

Maths

2022 – 2023 – Seven children in cohort. Three children achieved the expected standard for the end of KS2.

2023-2024 – Thirteen children in cohort. Eleven children achieved the expected standard for the end of KS2. This was well above the LA figures.

2024-2025 - Eleven children in cohort. Six children achieved the expected standard, and four children achieved the higher standard for the end of KS2. This was well below LA figures for the expected standard. This was well above for the greater depth standard.

Combined (reading, writing and maths)

2022 – 2023 - Seven children in cohort. Three children achieved the expected standard for the end of KS2.

2023-2024 – Thirteen children in cohort. Six children achieved the expected standard for the end of KS2 in all three subjects.

2024-2025 - Eleven children in cohort. Five children achieved the expected standard for the end of KS2 in all three subjects. Three children achieved the higher standard for the end of KS2 in all three subjects.

Identified children in Year 5 and 6 accessed additional tutoring provided by a HLTA/Tutor to support their learning in Maths and English.

Mental Health

Support is provided as appropriate for identifying children and families. Outside agencies are utilised when necessary.

2024-2025 – Continue to access appropriate support and external agencies when appropriate. Wigan Family Welfare is currently being used to support some children in school.

Safeguarding

Learning mentor/SLT have worked with families and outside agencies to ensure the children and families were supported appropriately.

Attendance

Attendance continues to be a challenge. A review of the attendance policy is required.

2023-2024 – New attendance policy in place. Attendance was 93.5% for the academic year.

2024-2025 – School have adopted the statutory Attendance Framework and work alongside the LA to ensure appropriate actions are completed to promote good attendance. Attendance was 94.8% for the academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| N/A | |

Service pupil premium funding (optional)

| |
|---|
| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| N/A |
| The impact of that spending on service pupil premium eligible pupils |
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