


St Marie's Catholic Primary School

“Learning through faith, love and respect”



Pupil Premium Strategy Statement 2022-2023

Date Reviewed by Governors	23rd November 2022 Reported 1 st December 2022 Review March 2023 Review July 2023
Person Responsible:	Headteacher Mrs M Smith SENDCo KS1 N Bunting SENDCo KS2 F Jackson
Governor	Mr P Santus Mrs Angie Darkey

Signed:  Mrs Melanie Smith (Headteacher) **Date:** 23/11/22

Signed: P Santus, A Darkey Pupil Premium Governor **Date:** 23/11/22

Signed: Chair/Governor **Date:** 23/11/22

St Marie' Catholic Primary Pupil premium strategy statement 2022 - 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	St Marie's Catholic Primary School
Number of pupils in school	Nov 2022 204 February 2023 202
Proportion (%) of pupil premium eligible pupils	October Census 2022 33 pupils= 16%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	21 st October 2022
Date on which it will be reviewed	23/11/22, March '23, July'23
Statement authorised by	Mrs Melanie Smith
Pupil premium lead	Mrs Melanie Smith
Governor / Trustee lead	Mr P Santus/Mrs A Darkey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,721
Recovery premium funding allocation this academic year	£5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£55,086

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

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.

There are disadvantaged pupils in school 33/203 = 16%

Of which SEND 2/33 = 7%, EAL 9/33 = 27%

Challenge number	Detail of challenge
1	Some pupils have specific academic weakness in reading, writing, maths through limited experiences and vocabulary development needs. Partnership support in all aspects of curriculum learning as parents find it difficult to support their child's learning at home, lack of routine, stability, nurture and emotional support limited, punctuality, inconsistent home learning environments. This has been identified by evidence of home learning, attendance at meetings and discussions with staff. Priority Progress in maths is lower for vulnerable groups and prior middle attaining groups
2	Poor social and communication skills – these have been identified by screening processes, formative observations 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 This has been identified by post Covid analysis, Wellcom screening, nurture provision SEMH, Baseline data and observations, EMAS support in school
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 lunchtime clubs required so that all pupils have access to enrichment opportunities supported by identifying
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. EAL girls attendance is a school priority

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
<p>All pupils accessing intervention programmes make at least good progress and achieve in line with non-disadvantaged</p> <p>To ensure there is no GLD gap between disadvantaged and other children in EYFS</p> <p>This will be measured by termly NFER assessments and screening processes</p>	<p>Intervention trackers evidence progress</p> <p>Summative standardised assessments indicate progress, bell curve data and quintiles highlight progress</p> <p>Formative observation indicates progress</p> <p>Vocabulary and speech and language increase</p> <p>Basic Skills in Maths , reading and writing are supported and raised</p> <p>All areas of the curriculum accessed and progress identified across the curriculum</p> <p>Analyses of interventions will evidence the positive effect and progress</p> <p>Pupil attitude to learning data PAS-comparative data form 2022-2024</p> <p>WELLCOM data will show progress in language and communication achievements.</p>
<p>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.</p> <p>This will be measured by the use of PASS analysis to identify specific needs and measure progress, Boxall Targets, INP, Nurture support groups and observations, emotional regulation strategies observed and consistent</p>	<p>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</p> <p>PAS data</p> <p>WELLCOM language acquisition data evidences progress</p> <p>Emotionally Friendly School accreditation achieved and embedded across school</p> <p>Lunchtime self/co regulation strategies equip pupils with successful unstructured times</p>

<p>School to deliver an ambitious curriculum More opportunities for wider experiences are given to children</p> <p>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</p> <p><i>This will be measured by Thinking Schools analysis, evidence and accreditation status and Wellcom/PASS/NFER assessments.</i></p> <p><i>Enrichment opportunities across school available and taken up by all pupils</i></p>	<p>Pupil surveys demonstrate enjoyment and love of learning and increase in independence</p> <p>Vocabulary progress</p> <p>NFER assessment progress</p> <p>Research and homework completed by all children. Prelearning homework/experiences supports the learner and develops vocabulary, key knowledge and embeds in order to know more and use in later curriculum areas of their learning</p> <p>Thinking Schools accreditation 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</p> <p>Platinum Sports Award maintained for a 3rd year</p>
<p>Support for disadvantaged pupils is holistic and based on quality first teaching, and quality evidence based interventions</p>	<p>Thinking frames increase independent learning, progress and success</p> <p>Metacognition</p> <p>Basic Skills Quality Mark is recognised and endorsed through re accreditation of the Quality Mark status for Early Years and Across school</p>
<p>Progress in reading.</p> <p><i>Baseline information will be established and progress measured by NFER termly assessments, End of KS data</i></p>	<p>Achieve above national average progress scores in KS2 – Reading (0)</p>
<p>Progress in writing.</p> <p><i>Clear baselines will be identified and progress measured by teacher moderated assessments</i></p>	<p>Achieve above national average progress scores in KS2 – Writing (0)</p>
<p>Progress in maths</p> <p><i>This will be measured by termly NFER standardised assessments, End of KS data</i></p>	<p>Achieve above national average progress scores in KS2 – Maths (0)</p>
<p>Progress in phonics</p> <p><i>Measured by phonics screening</i></p>	<p>Achieve above national average expected progress in Phonics screening check</p>
<p>PP pupils to consistently reach our school Attendance target and punctuality target</p> <p><i>This will be measured by attendance monitoring, working with EWO, working in partnership with families, Early Help support as required</i></p>	<p>Attendance of PP cohort above 96.5% and punctuality is above 99%</p>

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: £ 41,500(including TA salary for adaptive teaching strategies/intervention support/in class support/resources/ CPD consultancy partnerships

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
<i>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</i>	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
<i>Allocation of funds towards continuing Professional development for teachers and TA's across curriculum. Each to be monitored for impact</i>	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	1,2,3,4,5,6

	<p>Literacy leaders training using North West Hub consultancy training</p> <p>Direct consultancy work with Anna Lucas Phonics and Early Reading</p> <p>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</p> <p>Subscription to Mary Myatt to enhance subject skills and knowledge and leadership</p> <p>National College webinars accessible for training across the curriculum</p> <p>Vocabulary training Chris Quigley</p> <p>EEF teaching and learning toolkit</p> <p>Consistency in lesson design , robust basic skills, progression of skills used in adaptive teaching support , interventions, key knowledge/concept end points</p> <p>New SENDCO leading Key Stage 1 and KS2 training with consultants, Early Years SEND training- support on return of SEND who will take up role as intervention Leader using her Skills as previous SENDCo (and SEND AWARD)</p>	
<p><i>Quality First Teaching and outstanding knowledge rich curriculum, ambitious and inspiring for all pupils and fully supports PP/SEND/EAL</i></p> <p><i>Whole school TESS training</i></p> <p><i>SLA, EP training SLA</i></p> <p><i>SEMH training</i></p> <p><i>Communication Speech and language champions training</i></p>	<p>Current SEND/PP main needs are SEMH and Communication and Interaction</p> <p>ASPIRE Consultancy support for CPD of staff focusing on ASD and ADHD</p>	1,2,3,4,5,6
<p><i>Nurture Leader collaborative working partnerships with LA, EP, CAMHs Link worker, Wigan Family Welfare service level agreement,DSL network</i></p>	<p>EEF collaborative working partnerships to enhance social and emotional +4 months progress</p> <p>Nurture leader to complete Senior Mental Health Practitioner- Inset day January '23 to train staff, inform staff , mental health and wellbeing CPD whole school</p> <p>Support for counsellor</p>	1,2,3,4,6
<p><i>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</i></p>	<p>Academic scores show progress in line with school and above National</p> <p>Enjoyment for learning increases – Pupil Attitude Survey data</p> <p>EEF research rates physical development approaches as +3. Participate in weekly Wigan Athletic sessions for Physical</p> <p>EEF rates communication and language as +6 months progress –class room areas, personalised support and continuous provision supports- see planning</p> <p>EEF rates arts Participation as +3 months</p> <p>These can have impact on academic outcomes in other areas of curriculum</p>	1,2,3,4,5,6

<p><i>Interventions for Coordinated Learning from Wigan Athletic coaches</i></p> <p><i>Resources</i></p> <p><i>Wigan Music Service CHIME</i></p> <p><i>FUN BOX JO active Singing and signing</i></p>	<p>COOL Club Coordinated Learning Club for fine motor and gross motor development, emotional regulation, participation in team resilience skills</p> <p>Oracy, confidence, emotional participation planned for expressive arts curriculum across school</p> <p>Continuous provision in Year 1 to develop the learner, embed and consolidate, improve confident and independent learners.</p>	
<p><i>HLTA/ TA support in each class for focused catch up interventions and pre and post learning opportunities</i></p> <p><i>Adaptive teaching strategies to support the learner and independence within the lesson</i></p>	<p>Trained staff deliver specific selected interventions strategies in Year 2 and KS2, pre teaching using phonics scheme</p> <p>Interventions monitored by SENDCo and SLT</p> <p>Prior key facts known by teachers as non negotiables to provide structure and scaffold to adaptive teaching and support form teacher and teaching assistants</p>	1,2,3,4,5,6
<p><i>Emotionally Friendly training for all staff and embedded across school</i></p> <p><i>Attachment training for all staff and embedded across school</i></p> <p><i>De-escalation training for all staff: to develop social and emotional toolkit</i></p>	<p>Early identification of need and support timely in place demonstrates increase in ability, confidence, attainment, enjoyment, regulation</p> <p>Progress demonstrated in PAS data</p> <p>Self awareness, self regulation, social awareness, relationship skills and responsible decision making improvements – PAS data as evidence, attainment data as evidence</p> <p>EEf states behaviour interventions +4 months progress</p> <p>Metacognition and self regulation +7 months</p> <p>Social and emotional learning +4 months</p> <p>Success evidenced in Emotionally Friendly status achieved</p> <p>Attendance and punctuality improves beyond than school target</p> <p>Behaviour and attitudes to learning are exemplary</p> <p>Love of learning and love of reading evidenced</p>	1,2,3,4,5,6
<p><i>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</i></p>	<p>Mastery learning EEF impact +5 months</p> <p>Staff confident in leading their subject and developing excellent teaching and learning in all staff</p> <p>NPQ qualifications successfully achieved from last year NPQSL, NPQML,</p> <p>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.</p>	1,4,5

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

Budgeted cost: £ 18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group Interventions to be carried out by experienced teachers and trained teaching assistants</p> <p>maths recovery Super Sonic Phonic Friends IDL- dyslexic Precision monitoring Boxall Profile Targeted work Interventions All interventions monitored , reviewed 6 weekly by SENDCO</p> <p>Previous SENDCO to enhance this provision on her return as Intervention Leader in Feb'23 Specific targeted support – Maths Recovery Intervention Parental involvement</p> <p>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 Tutoring programme training and tutors to be confirmed</p> <p>HLTA(with QTS status) extra hours organised for 1:1 support in trained interventions Support Clubs morning and evening planned using QTS staff</p>	<p>Research demonstrates that disadvantaged pupils benefit from 1:1 support. Training and monitoring are key to success of the intervention delivered.</p> <p>Low attaining pupils will benefit Lowest 20% data from 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 Tutor Trust used for 1:1 and 1:3 support summer term 2022 DP Inclusion leader time/costs Wednesday for TA training, monitoring interventions, specific delivery of interventions esp in maths to improve progress of targeted groups</p>	1,2,3,4,5,6
<i>Homework clubs provided</i>	<p>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</p>	1,,2,3,4,6
<i>Breakfast Nurture Club to provide morning routine, set</i>	1:1 support for attendance, health, wellbeing to have an impact on academic progress	1,2,3,4,6

<i>affirmations, consistent and positive approach to the day, regulate emotional need Nurture support, Boxall information termly NFER assessment analysis</i>	Boxall profile data, PAS 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	
<i>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</i>	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
<i>Continue to audit current phonics provision resulting in further quality training for teaching assistants and new staff, staff returning from maternity leave</i>	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

<i>Funding to provide outdoor learning staff training by professional organisation</i>	Outdoor learning enrichment improves PAS, academic progress develops, Lunchtime clubs enhance PP take up of provision for enrichment and academic development	1,2,3,4,5,6
<i>Yearly subscriptions to : pupil attitude survey IDL – dyslexia resource Learning by Questions KS2, StoryTime resources, THINKING MATTERS WELLCOM vocabulary screening Picture news DOODLE maths</i>	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
<i>Termly NFER assessments in core subjects for Y1, Y2, Y3, Y4, Y5, Y6 Used to identify academic progress and quintile Bell Curve data</i>	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

<p><i>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</i></p> <ul style="list-style-type: none"> - Ed Psychologist Speech and Language HOPE and Landgate Special school support - TESS Team - Behaviour Support Early Help Startwell - Internal data and observations counsellor 	<p>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,</p> <p>4 year 1 with intensive speech and language support</p> <p>Writing from KS1 to KS2 support</p> <p>Support needed for EAL who have recently joined school with no or</p> <p>Dyslexic tendencies monitored and supported, supported limited English- EMAS involvement</p> <p>B Squared assessment tool kit used – training received</p>	1,2,3,4,5
<p><i>Tutor Trust</i></p> <p><i>National Tutoring Programme (£1,500 for 15 sessions 4 children)</i></p> <p><i>Recovery sessions with trained teachers</i></p>	<p>Maths focus in Year 5 for rapid catch up- focus 2022-2023</p> <p>PP children not achieving expected standard</p> <p>Progress in maths focus for PP and middle attainers</p>	1

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>.Nurture support for disadvantaged pupils, social stories, Lego Therapy, Boxall Zones of regulation</i></p>	<p>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</p> <p>CPD and targeted resources and interventions</p> <p>EEF evidence states ++4 months</p>	1,2,3,4,6
<p><i>Release time for SEND leaders and staff and family to feedback regularly, to support families with SEND and PP</i></p> <p><i>EHCP reviews and parental/professional meetings</i></p>	<p>6x EHCP currently</p> <p>SEMH high need in SEND</p> <p>PP need Communication and Interaction and SEMH</p> <p>Parental engagement +4 months</p>	1,2,3,4,5,6
<p><i>Attendance of SEND/EAL vulnerable pupils EAL girls monitored with Education Welfare Officer- SLA x 6 sessions</i></p>	<p>Improved attendance and punctuality evidenced</p> <p>Parental engagement improved</p> <p>PAS data progress</p> <p>Strategies and partnership with families and EWO used</p> <p>Headteacher informs parents – early indication, PA letters</p> <p>Termly attendance tracker RAG rated- half termly if needed improved parent understanding and working in partnership for team around the child</p>	1,2,3,4,6

	Earlist of Early Help support	
<i>Direct pastoral support for low attendance, SEMH from Nurture Leader – introduction of Breakfast pastoral club</i>	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
<i>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</i>	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 PASS data 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
<i>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 wellbeing</i>	<i>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.</i>	2,3,4,5,6
<i>ACTIVE MATHS subscription Daily 30 minutes extra in curriculum 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,</i>	<i>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</i>	1,2,3,4,5,6

<i>independence, emotional skills and regulation and delivered by specialist teacher to all pupils further supported by Afterschool club opportunities</i>		
<i>Active minutes, play leader games, Daily Mile</i>	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
<i>Wider Opportunities percussion Year 4 supported programme-SLA</i>	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
<i>Further develop the provision Extra curricular clubs</i>	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
<i>Uniform,essential, food provided to support for disadvantaged</i>	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
<i>Educational visits and residential visits supported financially- all children access experiences beyond the classroom</i>	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
<i>Provide peripatetic music lesson support for disadvantaged children who</i>	+3 months progress plus commitment and resilience independence skills improved Parental engagement improves Opportunities not open to them provided for	1,2,3,4,5,6

<i>need encouragement, ambitious challenge</i>	EEF +3 months for art participation	
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Total budgeted cost: £ 65,200

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021-2022 reviewing this current report

Disadvantaged pupil performance overview **Key Stage 2** for this current academic year (2021/2022) external data

PP pupils Measure	PP pupils Score -7	All pupils- 32	
Meeting Expected Standard at KS2			
Reading	6 = 86%	Reading	84%
Writing	6 = 86%	Writing	84%
Maths	4 = 57%	Maths	78%
Meeting expected standard at KS2 in RWM	4 = 57%	Meeting expected standard at KS2 in RWM	78%
Achieving higher standard at KS2			
Reading	1 =14%	Reading	50%
Writing	1 =14%	Writing	31%
Maths	2 = 28%	Maths	38%
Meeting higher standard at KS2 in RWM	1 = 14%	Meeting higher standard at KS2 in RWM	22%

KS2 Progress

	Progress all pupils-32	Disadvantaged-7	Other -24	LA Disadvantaged
Reading	2.5	-0.8	3.5	-0.2
Writing	2.2	-0.7	3.0	-0.3
Maths	0.1	-2.4	0.8	-0.4

Disadvantaged pupil performance overview **Key Stage 1** for this current academic year (2021/2022) internal data teacher assessment

PP pupils Measure	PP pupils Score - 4	All pupils -17	
Meeting Expected Standard at KS1			
Phonics	75%	Phonics	94%
Reading	75%	Reading	82%
Writing	50%	Writing	65%
Maths	75%	Maths	88%
Meeting expected standard at KS2 in RWM	50%	Meeting expected standard at KS2 in RWM	65%
Achieving higher standard at KS1			
Reading	25%	Reading	17%

Writing	25%	Writing	17%
Maths	25%	Maths	17%
Meeting higher standard at KS2 in RWM	25%	Meeting higher standard at KS2 in RWM	17%

Pupil premium strategy outcomes 2020-2021

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to Covid 19 measures significant changes had to be made over the 2020-21 school year in order to meet the specific needs which arose as a result of Covid.

A central focus was sustained on ensuring that all pupils remained safe and supported. Every effort was made to ensure all vulnerable pupils had continuing access to the curriculum. As a school we identified our own school vulnerable families, in addition to the children identified by the LA on our vulnerable list and ensured they fully participated in remote learning daily and the majority accepted our access to school places.

A robust home learning structure was established with all. Pupils were provided with remote access and a full, inspiring, ambitious home learning curriculum programme.

Parental feedback ensured all needs were met and supported their concerns/organisation surrounding OnLine learning. We designed timetables for LIVE lessons which aided daily attendance success. Registers were taken and robust procedures/actions in place for safeguarding and supporting non-attendance when on line or requested to send in daily work completed.

NFER standardised assessments have been used to identify specific areas of reduced or delayed learning in the core areas of literacy and numeracy and adjustments made to fill any gaps. Ready To Progress maths statements used to identify gaps and all curriculum subject leaders provided recovery curriculum objectives for staff to inform teaching and learning throughout 2020-2021. Staff have been trained in the use of standardised assessments and plotting bell curve data onto standardised curves. A programme of termly assessments has been put in place for the current school year 2021- 2022

Additional resources have been deployed in relation to emotional regulation, social interaction and communication, speech and language training and next academic year screening programmes.

A renewed focus has been established in relation to the wider aspects of experience for disadvantaged pupils. Sport remains a core opportunity and opportunities have been put in place to further ensure a focus on pupil wellbeing.

On return to school a planned Recovery Curriculum was implemented with a clear focus on pupil mental wellbeing and time for social communication and interaction . A weekly session of wider curriculum enrichment included dance and expressive arts ,drama and music to support confidence, group team work, social interaction and communication to ensure a positive experience and to mitigate the impact of the Covid restrictions.

For all disadvantage/vulnerable children plus those families financial and emotionally challenged but don't qualify for FSM, the school ensured that all practical support was provided in terms of food, safeguarding and access to relevant support services. We

ensured a COVID secure room was always available for socially distanced meetings or virtual meetings to support our families.

Disadvantaged pupil performance overview Key Stage 2 for last academic Year (2020/2021) (**Internal data**) see below

PP pupils Measure	PP pupils Score	All pupils	
Meeting Expected Standard at KS2			
Reading	100%	Reading	97%
Writing	82%	Writing	91%
Maths	91%	Maths	91%
Meeting expected standard at KS2 in RWM	82%	Meeting expected standard at KS2 in RWM	88%
Achieving higher standard at KS2			
Reading	73%	Reading	63%
Writing	45%	Writing	47%
Maths	45%	Maths	41%
Meeting higher standard at KS2 in RWM	45%	Meeting higher standard at KS2 in RWM	37%

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

Programme	Provider
IDL	IDLS group.com
Learning by Questions	LBQ
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
Pupil Attitude To Learning PAS	GL Assessment
WELLCOM	GL Assessment
Lucid Rapid Dyslexia screening	GL Assessment

Service pupil premium funding

1 pupil