



## St. David Haigh and Aspull C.E. Primary School



### Pupil Premium Strategy Statement

2024 - 2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

#### School overview for 2024-2025

Detail	Data
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025, July 2026, July 2027
Statement authorised by	Mrs. J. Woodcock Executive Headteacher
Pupil premium lead	Mrs. J. Woodcock Executive Headteacher
Governor / Trustee lead	Mrs. J. Hyde-Baron

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34,040

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

In supporting our disadvantaged pupils we intend to do the following:

- provide the highest standard of quality first teaching
- remove barriers to learning and create ambitious, motivated and resilient pupils who believe in themselves
- ensure equality of opportunity
- improve future life chances and create potential for social mobility

We do this through targeted academic support in addition to broader provision, which supports pupils' well-being, in addition to fostering wider talents and interests.

Our key principles are to ensure all pupils are happy and engaged in their learning, by providing a rich and progressive curriculum. We strive for the highest academic standards. We have high expectations and are relentless in our determination for all pupils to achieve their full potential. We are committed to preparing them for the next stage in their education, and to foster a love of learning.

### **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Increased risk of poor attendance and persistent absenteeism.
2	High percentage of children entitled to Pupil Premium with SEND needs
3	Low entry points in EYFS in Early reading and maths present challenges for disadvantaged children. The gaps remains steady until the end of KS1.
4	Under developed Oral language skills and vocabulary skills are evident in disadvantaged pupils from EYFS to KS2.
5	Standards in Reading, Writing and Maths show a noticeable gap between disadvantaged children and their peers, which creates barriers to learning across all areas of the curriculum.
6	Increased risk that pupils access a limited number of life experiences outside of school and have few opportunities to develop new skills. As a result, children's understanding of culture, and the world, is underdeveloped, creating a barrier to learning

## **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.

<b>Intended outcome</b>	<b>Success criteria</b>
Improved levels of attendance and punctuality	<ul style="list-style-type: none"><li>• An increased number of PPG children will have sustained attendance of 96% or more</li><li>• Persistent absenteeism will reduce for PPG pupils</li></ul>
Children with identified special educational needs flourish and achieve their full potential	<ul style="list-style-type: none"><li>• Clear and consistent approach to identification of children with special educational needs</li><li>• A graduated approach to supporting children with special educational needs, including working with external agencies, where applicable</li><li>• All children, with special educational needs, achieve their personal targets, through quality first teaching with adaptive strategies and targeted intervention</li><li>• Close work with external partners, provides a holistic approach of support to children and their families</li></ul>
Improved outcomes in Early Reading and Early Maths	<ul style="list-style-type: none"><li>• Effective transition discussions with parents and previous settings</li><li>• On-entry baseline provides accurate data on which to base high-quality provision</li><li>• High-quality provision and quality first teaching supports progress and attainment</li><li>• Teachers are secure in their knowledge of progression across the Early Years Foundation Stage and the next stage of learning</li><li>• Effective cross-phase and external moderation</li><li>• Subject leaders of English and Maths have a clear understanding of progression from Reception to Year 6</li></ul>
Improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"><li>• Teachers are highly skilled in the explicit teaching of vocabulary</li><li>• Teachers seek to extend pupils vocabulary through the adoption of Isabel Beck's three-tiered model</li><li>• Effective identification of level of language acquisition</li><li>• Close liaison with external partners such as EMAS and SALT service Children can communicate effectively in a range of situations and articulate their learning clearly</li></ul>
Improved standards in reading	<ul style="list-style-type: none"><li>• All pupils will make excellent progress in Reading</li><li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in reading</li><li>• An increased proportion of disadvantaged pupils will have age-related phonics knowledge and skills</li><li>• Rates of reading at home will increase for PPG pupils</li></ul>

Improve standards in writing	<ul style="list-style-type: none"> <li>• All pupils will make excellent progress in Writing</li> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Writing</li> <li>• Children will be given the opportunity to write for a variety of purposes, including in published books/competitions</li> <li>• Barriers to early writing skills are identified swiftly and intervention is put in place to improve these skills, ensuring they do not hinder progress or hold back a pupil in reaching their full potential</li> </ul>
Improve standards in maths	<ul style="list-style-type: none"> <li>• All pupils will make excellent progress in Mathematics</li> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Mathematics</li> <li>• Teachers are confident in delivering the five-part lesson every day</li> <li>• Teachers ensure that their daily maths lesson offers opportunities for pupils to problem solve and reason</li> <li>• Children in Early Years and KS1 have secure number sense and calculation skills</li> </ul>
Pupils access a high-quality educational offer	<ul style="list-style-type: none"> <li>• All children who come to St. David's will access a rich and progressive curriculum, regardless of their personal circumstances</li> <li>• The curriculum will offer <b>enrichment</b> through well planned visits and visitors to bring learning to life</li> <li>• All children will have access to a wide range of <b>extra-curricular activities</b> All children will enjoy a menu of <b>experiences</b> whilst they are at St. David's which will build cultural capital</li> </ul>

### **Activity in this academic year**

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

### **Teaching**

Budgeted cost: £ 17,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Read Write Inc Phonics</b> Systematic approach to teaching phonics (resources, staff training and small group teaching)	EEF states that Phonics has a positive impact over-all (up to +5 months over a year) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 3, 4, 5
<b>Read Write Inc Virtual Classroom</b> Online portal with access to pre-recorded phonics sessions to support teaching and learning in school as well as independent learning at home.	EEF studies show that well-structured homework that links to in-class teaching will create additional progress (up to 5+ months over a year).	2, 3, 4, 5
<b>Read Write Inc Home Reading Books</b> High quality home reading books to support the development of early reading.	Parental engagement has a positive impact on average of 4 months' additional progress.	2, 3, 4, 5
<b>Key Stage 2 Reading Scheme</b> High quality home reading books to engage or fluent readers and promote a continued love of reading	Parental engagement has a positive impact on average of 4 months' additional progress.	2, 4, 5
<b>Read Write Inc Development Days</b> Six development days, providing reading leader training and continuous professional development for all phonics teachers and key stage two teachers.	EEF Effective Professional Development document states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	2, 3, 4, 5
<b>White Rose Maths</b> Subscription to premium online teaching resources to supplement quality first teaching.	Develop practitioners' understanding of how children learn mathematics. Dedicate time for children to learn mathematics and integrate mathematics throughout the day. Use manipulatives and representations to develop understanding. Ensure that teaching builds on what children already know.	2, 3, 4, 5
<b>Maths Hub North-West Three Engagement</b> Professional development that effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice, including Mastering Number at Reception & KS1	EEF Effective Professional Development document states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	2, 3, 4, 5

<b>Cornerstones Maestro Subscription</b> Knowledge rich curriculum projects	Cornerstones Curriculum Projects are carefully sequenced to build pupils long-term memory and secure understanding in Science and Foundation subjects. Cornerstones pedagogical approach (Engage, Develop, Innovate, Express) excites children and provides opportunities for them to deepen their knowledge and understanding and make connections to wider learning.	1,2, 3, 4, 5
<b>Purplemash Subscription</b> Platform for teachers to set high-quality homework linked to learning in the classroom.	EEF studies show that well-structured homework that links to in-class teaching will create additional progress (up to 5+ months over a year).	2, 3, 5
<b>High Quality Continuing Professional Development for Staff</b> Trainee Teacher Hub Model with MMU and Edge Hill with in-school Tutors Early Career Teacher programme Carefully selected CPD from external partners e.g. Participation in National Professional Qualifications ITT, ECT & NPQ Mentor training LTT Teachers and Leaders collaborating	EEF states, 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.'	2, 3, 4, 5

### **Targeted academic support**

Budgeted cost: £ 10,700

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Oral Language Intervention</b> Wellcomm	EEF evidence states that oral language intervention can produce up to 6 months extra progress, over the course of a year.	3, 4
<b>Early Reading (Phonics) Tuition</b> Read Write Inc 1:1 tuition Read Write Inc Virtual classroom Read Write Inc additional speed sounds session	EEF evidence states tutoring can produce up to 5 months extra progress, over the course of a year.  Tuition targeted at specific needs and knowledge gaps can be an effective method to support lower attaining pupils or those falling behind, both 1:1 and in small groups.	2, 3, 4, 5
<b>TT Rockstars</b>	EEF studies show that well-structured homework that links to in-class teaching will create additional progress (up to 5+ months over a year).	2, 3, 5
<b>In-school intervention</b> Small group Reading, Grammar, Maths intervention, delivered by the class teacher. Y6 CGP based 'booster' sessions	EEF evidence states this can create up to an additional 4 months progress, over a course of a year. It is important to ensure this support supplements rather than replaces quality first teaching.	2, 3, 4, 5
<b>SEND Specific intervention</b> Individual Education Plans inform carefully devised provision, which included, advice, strategies and programmes from external agencies, such as SALT, physio etc.	EEF evidence states that teaching assistant intervention has a positive effect of plus 4 months progress, over the course of the year.	2, 3

## **Wider strategies**

Budgeted cost: £ 6340

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Attendance support</b> Robust implementation of the Attendance Policy and Procedures Inventory sign in system Dedicated pastoral team works closely with families to help overcome barriers to attendance and punctuality Whole school attendance initiatives Named member of SLT and pastoral team to oversee monitoring of attendance LTT Attendance Champion Engagement with the LA Attendance Officers	Regular attendance at school means that pupils can make the most of their education. Regular attendance also helps in developing a child's social skills, such as making and developing friendships. Regular and punctual attendance patterns will help prepare children when they enter the world of work.  <b>The link between attendance and attainment in school is clear. The more a pupil is in school the more they increase their opportunity to fulfil their potential.</b>	1, 2, 3, 4, 5
<b>Multi-agency support</b> Additional DDSLs CPOMs Regular training Early Help caseloads Pastoral Support Plans	Maslow's 'Hierarchy of Needs' shows that pupils must have their safety needs met before they are able to succeed in any environment. EEF studies show that Parental engagement has a positive impact on average of 4 months' additional progress. EEF studies show that behaviour interventions have a positive impact on average of 4 months' additional progress.	1, 2, 3, 4, 5
<b>Partnership with External agencies</b> Counselling through Wigan Family Welfare Educational Psychology Service SLA Sycamore Send Support Services SLA Engagement Centre Three Towers Alternative Provision Academy	EEF studies show that social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning, and can have a positive impact of 4 months. EEF studies also show that behaviour interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying and general anti-social activities, have a positive impact on average of 4 months' additional progress.	1, 2, 3, 4, 5



<p><b>EEEs</b> School carefully plans Enrichment, Extra-curricular and Experiences for all children</p> <p>These include: Project enrichment through trips and visitors, wider opportunities, including music and sport, Coram Life Caravan, lunchtime and after school clubs, PGL.</p> <p>A range of stakeholders within our Trust and School community have identified a menu of activities that we would like children across our Trust and School to experience during their time at Primary School to enhance and develop cultural capital. <b>These include:</b> <b>Reception</b> -A country walk with outdoor entertainment <b>Year 1</b> - A visit to a contemporary circus <b>Year 2</b> - A visit to watch live music <b>Year 3</b> - A visit to an art gallery <b>Year 4</b> - An experience of water sports <b>Year 5</b> - An experience of a Winter sport <b>Year 6</b> - A City trip, including a University and Cathedral visit.</p>	<p>EEF studies show that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. They can also offer a route to re-engage older pupils in learning. (+3 months) EEF studies show that physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. (+1 month)</p>	<p>1, 6</p>
--	--	-------------

**Total budgeted cost: £ 34,040**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and well-being.

Based on all the information above, the performance of our disadvantaged pupils did not fully meet expectations, however, we remain focused on achieving the outcomes over the 3-year period covered by this strategy.

Intended outcome	Success criteria	Review
Improved levels of attendance and punctuality	<ul style="list-style-type: none"><li>• An increased number of PPG children will have sustained attendance of 96% or more</li><li>• Persistent absenteeism will reduce for PPG pupils</li></ul>	<ul style="list-style-type: none"><li>• Whole-school attendance (2024/25) was 96.2%, above the national 94.9%</li><li>• PPG pupils' attendance, 95.7%, also exceeds national disadvantaged averages, 92.6%</li><li>• Persistent absence fell from 19.4% to 11.5%, aligning closely with national levels.</li><li>• Persistent absence among PPG pupils decreased significantly — from 27–32% in previous years to just 8.3%, <i>well below national</i>.</li></ul>
Children with identified special educational needs flourish and achieve their full potential	<ul style="list-style-type: none"><li>• Clear and consistent approach to identification of children with special educational needs</li><li>• A graduated approach to supporting children with special educational needs, including working with external agencies, where applicable</li><li>• All children, with special educational needs, achieve their personal targets, through quality first teaching with adaptive strategies and targeted intervention</li></ul>	<ul style="list-style-type: none"><li>• Effective strategies are in place for identifying and supporting children with special educational needs.</li><li>• Staff have received a significant amount of training so as to effectively implement an effective graduated approach, including working with the GM OAIP.</li><li>• School has strong partnerships with families and external agencies, including Sycamore SEND Support Services, Speech</li></ul>

	<ul style="list-style-type: none"> <li>• Close work with external partners, provides a holistic approach of support to children and their families</li> </ul>	<p>and Language Therapy teams (both local authority and private), the Early Years Advisory and Inclusion Teams, and the Educational Psychology Service.</p>
Improved outcomes in Early Reading and Early Maths	<ul style="list-style-type: none"> <li>• Effective transition discussions with parents and previous settings</li> <li>• On-entry baseline provides accurate data on which to base high-quality provision</li> <li>• High-quality provision and quality first teaching supports progress and attainment</li> <li>• Teachers are secure in their knowledge of progression across the Early Years Foundation Stage and the next stage of learning</li> <li>• Effective cross-phase and external moderation</li> <li>• Subject leaders of English and Maths have a clear understanding of progression from Reception to Year 6</li> </ul>	<ul style="list-style-type: none"> <li>• School uses CEM baseline as well as the Reception Baseline to inform on-entry judgements.</li> <li>• The Early Years teacher has undertaken with the National Professional Qualification in Early Years Leadership.</li> <li>• The Early Years teacher has proactively engaged in Trust moderation and best practice with Early Years teachers across LTT.</li> <li>• GLD 62% (cohort of 13 children)</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> <li>• Teachers are highly skilled in the explicit teaching of vocabulary</li> <li>• Teachers seek to extend pupils vocabulary through the adoption of Isabel Beck's three-tiered model</li> <li>• Effective identification of level of language acquisition</li> <li>• Close liaison with external partners such as EMAS and SALT service</li> <li>• Children can communicate effectively in a range of situations and articulate their learning clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Our carefully planned curriculum explicitly teaches children high-level vocabulary, including subject specific vocabulary.</li> <li>• Children have been exposed to a wide range of scenarios that have required them to communicate effectively and articulate their thinking clearly.</li> </ul>
Improved standards in reading	<ul style="list-style-type: none"> <li>• All pupils will make excellent progress in Reading</li> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in reading</li> </ul>	<ul style="list-style-type: none"> <li>• Y1 PSC 14/15 93%</li> <li>• Y2 PSC 12/12 100%</li> <li>• Y6 Reading EXS 15/16 94%</li> <li>• Y6 Reading HS 10/16 63%</li> </ul>

	<ul style="list-style-type: none"> <li>• An increased proportion of disadvantaged pupils will have age-related phonics knowledge and skills</li> <li>• Rates of reading at home will increase for PPG pupils</li> </ul>	
Improve standards in writing	<ul style="list-style-type: none"> <li>• All pupils will make excellent progress in Writing</li> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Writing</li> <li>• Children will be given the opportunity to write for a variety of purposes, including in published books/competitions</li> <li>• Barriers to early writing skills are identified swiftly and intervention is put in place to improve these skills, ensuring they do not hinder progress or hold back a pupil in reaching their full potential</li> </ul>	<ul style="list-style-type: none"> <li>• Y6 Writing EXS 14/16 88%</li> <li>• Y6 Writing GD 5/16 31%</li> <li>• Next steps: The Writing Framework to feed into SDP 2025/26</li> </ul>
Improve standards in maths	<ul style="list-style-type: none"> <li>• All pupils will make excellent progress in Mathematics</li> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Mathematics</li> <li>• Teachers are confident in delivering the five-part lesson every day</li> <li>• Teachers ensure that their daily maths lesson offers opportunities for pupils to problem solve and reason</li> <li>• Children in Early Years and KS1 have secure number sense and calculation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Y4 MTC Average Score 20.2 (National average 21.1)</li> <li>• Y6 Maths EXS 15/16 94%</li> <li>• Y6 Maths HS 9/16 56%</li> </ul>
Pupils access a high-quality educational offer	<ul style="list-style-type: none"> <li>• All children who come to St. David's will access a rich and progressive curriculum, regardless of their personal circumstances</li> <li>• The curriculum will offer <b>enrichment</b> through well planned visits and visitors to bring learning to life</li> </ul>	<ul style="list-style-type: none"> <li>• A carefully planned Enrichment, Extra-Curricular and Experience offer is well embedded at St. David's.</li> <li>• All children are provided with many opportunities which bring the curriculum alive.</li> </ul>

	<ul style="list-style-type: none"> <li>• All children will have access to a wide range of <b>extra-curricular activities</b></li> <li>• All children will enjoy a menu of <b>experiences</b> whilst they are at St. David's which will build cultural capital</li> </ul>	<ul style="list-style-type: none"> <li>• There is a wide ranging extra-curricular offer, delivered by staff and external partners.</li> <li>• All children attend an experience with their year group partners across LTT.</li> </ul>
--	--	---