

This statement details our school's use of pupil premium 2025/26 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 James' CofE Primary School
Number of pupils in school	226
Pupil Premium	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 –2025 2025 - 2026 2026 – 2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jill Broom
Pupil premium lead	Christina Ratcliffe
Governor / Trustee lead	Aaron Byrne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,573.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,573.75

Part A: Pupil premium strategy plan

Statement of intent

St James' CE Primary School is a one form entry primary school located in the Worsley Mesnes area of Wigan. We serve a diverse community with high and increasing levels of disadvantage. Our intention is that every pupil, irrespective of their background or the challenges they face, can reach the best possible outcomes both academically and socially. We are committed to ensuring that all pupils achieve well, make strong progress from their starting points, and have full access to our BELONG curriculum and wider opportunities, so that any differences in attainment and progress are rapidly diminished.

Our BELONG curriculum is designed to celebrate the richness of our diverse community. We recognise that our differences make us stronger and learning about the world we live in is vital to supporting our children to have a strong sense of belonging, a love of learning, and a desire to make a positive difference in the world. Through carefully sequenced curriculum planning, all pupils build the knowledge and understanding they need to engage confidently with the world around them. Our approach is flexible and reactive to ensure the needs of all pupils, including those who are disadvantaged are met and that everyone can thrive and strive for greatness.

In 2025, the Income Deprivation Affecting Children Index (IDACI) index for St James' rose to 79.46%. This highlights the significant proportion of children that are living in income-deprived households. In response, we will consider the challenges faced by our pupils. The activity we have outlined in our strategy is intended to support the needs of all pupils, with a focus on those who are disadvantaged and relentlessly remove barriers. Alongside academic support, we will ensure that pupils who have social, emotional and mental health needs access high quality provision from appropriately trained adults. We will also focus on strengthening pastoral care and continuing to work closely with families to achieve the best outcomes for all.

High quality teaching is at the heart of our approach. All staff know our pupils and families extremely well and we use these strong relationships to provide the best possible support. Through collective analysis of data and pupil identification, all staff have a clear and consistent understanding of strengths and barriers across the school. Teaching and learning opportunities are designed to meet the needs of all the pupils providing targeted intervention and support to quickly address identified gaps in learning. We prioritise providing all pupils with first-hand experiences, including access to residential, educational visits, visitors and a wide range of enrichment opportunities such as sport and music. These experiences are designed to raise aspirations, broaden horizons and provide meaningful real-life learning. This approach is responsive, with strategies continually reviewed and adapted to meet the needs of individual pupils.

We will ensure that our approach is monitored throughout the year, with common challenges and individual needs identified and responded to, rooted in robust diagnostic assessments, not assumptions about the impact of disadvantage. The impact of our strategy upon our disadvantaged pupils will be analysed, and discussed, at half-termly meetings held by the Pupil Premium Strategy team and to ensure the actions are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure outcomes are clear and measurable
- ensure disadvantaged pupils are challenged and strive to achieve
- track progress and adapt our approach as needed to ensure all children reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	<u>Securing foundational knowledge and skills across the curriculum</u> National attainment and school data shows that there remains a gap between disadvantaged pupils and their non-disadvantaged peers. Examining individual needs and progress allows for targeted support to be put in place to ensure all pupils reach the expected standard and where possible strive for greater depth. Ensuring that children have the foundational knowledge needed to make progress is also a priority in preparing pupils for the next stage in their education with a particular focus on reading and maths in EYFS and KS1.
2	<u>Addressing gaps in language skills and developing vocabulary</u> Assessment information, observational evidence and pupil voice consistently indicate that many children enter the Early Years with language skills that need further developing and limited vocabulary. This then acts as a barriers affecting the development of secure foundational knowledge and require targeted support. Baseline assessment in September 2025 showed that only 20% of children were achieving the Early Learning Goal in Communication and Language.
3	<u>Improving attendance</u> EEF research highlights that poor attendance can be a significant barrier to learner and remains a focus to reach the best possible outcomes for all. Our approach to attendance is robust, using analysis and targeted support to overcome attendance challenges faced by our pupils. In 2025 attendance for disadvantaged pupils was 94.9% and the number of disadvantaged pupils who were Persistent Absentees was 18.6%. Although both figures are below national figures, improving attendance and reducing persistent absenteeism will ensure all pupils can make the most of our educational offer.
4	<u>Providing enrichment opportunities and experiences</u> We recognise the impact enriching disadvantaged pupils' experiences of the wider world can have, supporting higher aspirations and a stronger sense of global citizenship. Research from the EEF highlights that while arts participation, outdoor learning and enrichment can have a positive impact on academic attainment and wider outcomes (such as confidence and social skills), effectiveness is maximized when these opportunities are structured, inclusive and integrated into a broader strategy for teaching and learning. Our enrichment opportunities and experiences align with our Personal Development Pathway and is responsive to the needs out our community and individuals.
5	<u>Supporting Social, Emotional, Mental and Health needs (SEMH)</u> In recent years we have seen a significant increase in the number of pupils with significant needs and particularly around SEMH. EEF research recognises that supporting pupils' social and emotional development impacts on outcomes and mental health. Developing children's ability to self-regulate, identify emotions and how to look after their mental health will help avoid disruption to learning. This approach will also help focus on building relationships and developing social awareness impacting on pupils personal development.
6	<u>Engagement and support for families</u> Good levels of parental engagement are consistently associated with improved academic outcomes. Part of our strategy will focus on strengthening engagement with parents and carers of all pupils, working in partnership to provide timely support, remove barriers to learning and ensure that families are well equipped to support their children's education and wellbeing. Where necessary this engagement and support can be targeted and provide the right support when and where needed. This offer will

	be bespoke to St James' CE Primary and link to the other challenges we face including developing foundational Knowledge.
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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
<u>Securing foundational knowledge and skills across the curriculum</u>	- Pupil progress meetings identify pupils who are not making sufficient progress allowing teachers to target from their QLA specific interventions and track progress. - Disadvantaged pupils make accelerated progress throughout the year and close the gap between them and non disadvantaged pupils. - Assessment evidence shows increased numbers of disadvantaged pupils reaching the expected standard, alongside the year upon year reduction in the gap between all pupils and disadvantaged pupils. - Interventions are planned, delivered and have a clear impact on pupils
<u>Addressing gaps in language skills and developing vocabulary</u>	- Curriculum monitoring shows that explicit teaching of vocabulary and oral language is embedded consistently across Early Years provision. - Improved language skills support children's readiness for learning across all areas of the curriculum. - Children are more confident to use and recall subject specific vocabulary. - Pupils are more confident to participate in group and class discussions, using subject specific language taught. - Children are using a higher level of vocabulary both in and out of the class and working walls are actively used across the school. - Monitoring evidence including, pupil voice, work scrutiny and engagement in lessons indicates improved language skills across all year groups.
<u>Improving attendance</u>	- To improve the attendance of disadvantaged pupils in order to continue reducing the gap against non-disadvantaged pupils. - The reduce the percentage of all pupils, including disadvantaged pupils, who are persistently absent. - Attendance data shows sustained improvement across the year, particularly for pupils previously identified as at risk of persistent absence. - Parents and carers of disadvantaged pupils are engaged effectively, with improved communication and shared understanding of the importance of regular attendance.

<u>Providing enrichment opportunities and experiences</u>	• Carefully planned curriculum delivery allows pupils to experience enriching life activities. • Enrichment visits complement the curriculum and give children interactive hands on learning experiences beyond the classroom. • Participation data shows increased and sustained engagement of disadvantaged pupils in enrichment activities over time. • Leaders evaluate enrichment provision regularly to ensure it is evidence-informed, sustainable and improving outcomes for pupils.
<u>Supporting Social, Emotional, Mental and Health needs (SEMH)</u>	• Evidence-informed SEMH strategies are implemented consistently across the school, with staff confident in supporting pupils' emotional wellbeing. • Targeted interventions are in place for pupils with greater need and are regularly reviewed to ensure they are effective. • Pupils demonstrate improved self-regulation, emotional awareness and coping strategies, enabling them to engage more consistently with learning. • Pupil voice reflects a strong sense of belonging, safety and emotional support within the school community. • Barriers linked to SEMH are identified early and addressed through timely, proportionate support.
<u>Engagement and support for families</u>	• Improved parental engagement contributes to stronger attendance, engagement in learning and improved academic outcomes, particularly for disadvantaged pupils. • Barriers to learning linked to family circumstances are identified early and addressed effectively. • Intervention records show that targeted family support leads to improved outcomes for pupils, including readiness to learn and progress from starting points. • Families, including those with disadvantaged pupils, are actively engaged and well represented in support opportunities, demonstrating that barriers to access are being removed.

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: £86,573.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed Accelerated Reader across all year groups to increase reading for pleasure and develop comprehension skills. Provide CPD for teaching staff to make better use of the assessment information provided from this resource. Continue to embed Timetables rockstars to promote challenge in timetables.	From internal data and pupil voice/parent voice we know that some of our pupils do not have access to quality reading materials at home. Children have access to books throughout school. Each classroom has a class library to promote the love of reading and develop Children to have access to timetables rock stars at home to promote times tables thus children are more confident achieve better results in their timetables rock stars and are quicker at recall in their 5 a day and flashbacks in maths lessons – evidence in this is the monitoring of books. https://readingagency.org.uk/about/impact/002-reading-facts-1/ <u>Look at 'Proven power of reading' Section</u>	1, 2
Continue to provide whole staff training on Opening Worlds, oral language and vocabulary development, in order to embed and enhance existing policy and practice.	Weak Language and Communication skills. Baseline data shows that 100% of children, on entry to the EYFS, are working below the expected level for CLL and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children rarely use talk to connect ideas and explain what is happening coherently. Higher than average numbers of children access SALT. KS1 Literacy Report EEF Supply costs would be covered through CR and GG	1, 2, 4
Working in partnership with the LDST and North West maths hub	Analysis of maths data shows that children need further development in their basic skills and fluency. https://assets.publishing.service.gov.uk/media/5a7da548ed915d2ac884cb07/PRIMARY_national_curriculum_-_Mathematics_220714.pdf	1, 2

Teaching Assistants are targeted to provide additional learning support for identified PP children with their maths and English.	On entry to Reception, all children have low Language and Communication skills – most of disadvantaged children are working below ARE for CLL. Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception. using-pupil-premium - EEF small-group-tuition - EEF	1, 2
Small group provision is provided to meet the needs of all children.	In EYFS, KS1 and KS2 we have a small number of children with extra needs that find the class room environment hard to work in. A number of rooms have been set up for these children where learning can be accessed in different ways, using-pupil-premium - EEF small-group-tuition - EEF	1,2,5
Staff CPD Every teacher completing an NPQSEN x 2 NPQEYL x 2 ECT X 2 Read Write Inc training Ongoing staff training	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All teaching staff, to lead effectively have an allocation of management time. Rec – Yr 6 45% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care and intervention. Toolkit strands – EEF	1, 2, 4
Continue to embed a RWI through training for all staff, development days and progress meetings	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics – EEF strand toolkit All staff that support in phonics and any interventions to have training throughout the RWI videos on a weekly basis. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics lead to have regular meeting (day release) with HM to monitor phonics and ensure grouping are correct. Time release out of class for Phonic lead to classes ALL children from Rec – Yr 2 plus children who have not achieved in KS2	1, 2, 5
To implement Flash Academy to develop the proficiency of English for pupils who speak English as an addition language.	Proficiency in English is strongly related to levels of educational achievement at KS1 and KS2. https://www.bell-foundation.org.uk/eal-programme/research/english-as-an-additional-language-proficiency-in-english-and-rate-of-progression-pupil-school-and-la-variation/ 74% of primary teacher's observations of language loss in one or more language skill areas during the periods of lockdown. https://www.nfer.ac.uk/key-topics-expertise/teacher-voice-omnibus-survey/	1,2

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

Budgeted cost: £42,000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils to ensure pupils can catch up	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Phonics – EEF strand toolkit Teaching and Learning Toolkit Phonics EEF	1, 2
1:1 Reading sessions	1:1 Reading supports fluency development and allows children to practise decoding skills. Storytelling and shared reading activities have consistently been shown to improve children's language comprehension skills. https://educationendowmentfoundation.org.uk/early-years/literacy/the-importance-of-reading-in-early-years-education	1, 2
Speech and Language Therapist for 1:1 and small group support SCLN CPD for staff leading interventions	Analysis shows that nearly 50% of children with SEND have Speech, Language and Communication needs (SLCN). Developing foundational knowledge through SLCN CPD will benefit all pupils. Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1, 2

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provide memorable experiences for our disadvantaged pupils in order to prepare them effectively for life: - Providing residential opportunities. - Providing curriculum designed visits to a range of settings. - Providing a range of visitors and workshops in school to enhance curriculum learning. - Providing before and afterschool activities to enhance the cultural capital for our disadvantaged pupils.	Over 90% of our pupils only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings before writing about it. All residential, school visits and visitors are linked to curriculum areas that they are studying. Wigan warriors coaching services enable a key figure that is consistent to provide after school engagement. Commando Joes is a scheme that has been purchased to promote resilience, team work and inclusivity. Research for education inspection framework Research for EIF framework updated references 22 Feb 2021.pdf	6, 5, 2, 1
Provide families with individual support packages to improve readiness to learn and future independence e.g. - Lighthouse engagement every Tuesday after school - General approaches which encourage parents to support their pupil with, for example reading or homework. - Work to support pupils who are having difficulty accessing learning through behavioural issues - Counselling opportunities for those disadvantaged pupils who require specialist support - BELONG together parent sessions	Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum 3 members of staff have Diploma in Trauma Informed Practice, regular CPD at a school and trust level planned to ensure all Positive parental engagement can support pupil progress, attitudes to learning and attendance. Increase uptake for parental workshops in school for parents to acquire skills they need to develop the basic skills in Early reading and basic maths The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. The LA Cluster services allows us access to support with regard to Attendance services, Mental Health, Punctuality.	6, 5, 2, 1
Embedding principles of good practice set out in the DfE's improving school attendance advice. This will involve training and release time for staff to develop and implement new procedures. Daily analysis of attendance and early intervention working	History of Attendance and Punctuality issues over time. Attendance figures are currently better than this time last year for Pupil Premium pupils - we would like to maintain and continue to improve this PP attendance is currently : educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	3, 5, 6

directly with parents and outside agencies as appropriate.		
Embed Happy minds throughout the school.	Workshops will allow the children to understand why they sometimes choose the wrong decisions – with the training that children will get this will show pupils how to deal with problems that they face and are able to discuss them in appropriate ways with staff and peers Use My Happy Minds Parents sessions to engage families and support mental health outside of school	1, 2, 4, 5, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 171,573.75

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in 2024-25.

Intended outcome	Impact
To develop the oral language skills and vocabulary of pupils across school.	Classroom observations and pupil feedback indicate that children are increasingly able to articulate the subjects they are engaged in, for example, explaining what they are learning in a given lesson and identifying the new skills they have acquired. There has been a noticeable improvement in students' use of subject-specific vocabulary during class discussions and activities. Working walls in classrooms effectively support learning by providing visual references that students can continuously access throughout their lessons.
To improve outcomes in reading among disadvantaged pupils at all levels.	RWI assessments have indicated that there has been good progress made from starting points Summer drop 2025 from whole school - TBC Summer drop 2025 from PP children TBC Continued CPD for staff for RWI and new initiatives have been put in place.
To develop a 'mastery' approach to the teaching of maths across the school in order to improve maths attainment for disadvantaged pupils at all levels.	Implementation of New Scheme – <i>Maths — No Problem</i> Quality First Teaching (QFT), including mental maths, is being implemented across all classes. This follows a thorough analysis of QLA data conducted by the Maths Lead. All teaching staff have received training on Ask Eddi to identify specific areas where pupils did not meet expectations. These areas are now embedded into lesson planning under the 'Review and Do' sections. Progress has been discussed in detail during individual pupil progress meetings. "5-a-day" retrieval worksheets from Corbett Maths have been introduced across Years 1 to 6 to support ongoing retrieval practice. The new <i>Maths — No Problem!</i> scheme has positively impacted SEN learners by incorporating concrete resources and promoting a deeper understanding of problem-solving strategies.
Teachers to have a sound understanding of pupils' barriers to learning and how to address them.	Supporting Pupil Progress meeting throughout the academic year after NFER testing. Teachers and Teaching Assistants collaboratively evaluate learning sessions and engage in regular, purposeful dialogue to plan next steps for pupils who are not yet meeting expected outcomes.

	There is strong and ongoing communication between teachers and TAs, focused on identifying strategies to accelerate pupil progress. Pupil Premium (PP) children with identified barriers to learning are receiving targeted, same-day interventions in both English and Maths. Pupil Progress Meetings have been thorough and data-driven, utilising insights from Ask Eddi to inform and tailor interventions, particularly in classes with a high proportion of PP pupils. Quality First Teaching and the effective use of SEN adaptations have been consistently observed and evidenced throughout the academic year.																																																																																																																																																																																																																																																																																																								
To improve the teaching and learning in phonics across the EYFS and KS1 by implementing the RWI scheme.	Summer 2025 data drop shows that Rec: Reception <table><tr><th>Area of Learning</th><th>Baseline (24)</th><th>Attainment (26)</th><th>Progress (6 steps >)</th></tr><tr><td>Communication & Language</td><td>37.5%</td><td>62%</td><td>100%</td></tr><tr><td>Personal, Social and Emotional</td><td>41.67%</td><td>58%</td><td>100%</td></tr><tr><td>Physical Development</td><td>41.67%</td><td>58%</td><td>100%</td></tr><tr><td>Literacy</td><td>37.5%</td><td>54%</td><td>100%</td></tr><tr><td>Maths</td><td>37.5%</td><td>54%</td><td>100%</td></tr><tr><td>Understanding the World</td><td>37.5%</td><td>58%</td><td>100%</td></tr><tr><td>Expressive Arts & Design</td><td>45.83%</td><td>62%</td><td>100%</td></tr><tr><td>Overall GLD</td><td>37.5%</td><td>54%</td><td>100%</td></tr><tr><td>Non-SEND/EAL</td><td>N/A</td><td>100%</td><td>100%</td></tr></table> Summer 1 data RWI <table><caption>St James' CofE Primary School - Reception/Foundation</caption><tr><th>Term Set</th><th>Total number of children</th><th>Group A</th><th>Group B</th><th>Group C</th><th>Ditty</th><th>Red</th><th>Green</th><th>Purple</th><th>Pink</th><th>Orange</th><th>Yellow</th><th>Blue</th><th>Grey</th><th>Comp</th><th>All+ expected</th></tr><tr><td>Baseline</td><td>25</td><td>100%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Autumn half term</td><td>24</td><td>83%</td><td>12%</td><td>4%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>17%</td></tr><tr><td>End of Autumn term</td><td>24</td><td>42%</td><td>29%</td><td>17%</td><td>12%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>29%</td></tr><tr><td>Spring half term</td><td>25</td><td>12%</td><td>20%</td><td>28%</td><td>24%</td><td></td><td>16%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>40%</td></tr><tr><td>End of Spring term</td><td>26</td><td>8%</td><td>12%</td><td>31%</td><td>31%</td><td>4%</td><td>4%</td><td>12%</td><td></td><td></td><td></td><td></td><td></td><td></td><td>19%</td></tr><tr><td>Summer half term</td><td>26</td><td>4%</td><td>12%</td><td>23%</td><td>27%</td><td>12%</td><td>4%</td><td>12%</td><td>4%</td><td></td><td>4%</td><td></td><td></td><td></td><td>23%</td></tr><tr><td>End of Summer term</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table><table><caption>St James' CofE Primary School - 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enhancing pupils 'cultural capital' through enrichment and experience thus improving pupils future aspirations.	All subject leaders have planned curriculum-linked visits and visitors to enhance pupil learning. However, budget constraints have limited the number of off-site visits to one per year. Despite this, a range of valuable in-school experiences have been provided, including visits from Wigan Warriors, Wigan Council, and the local police, all linked to specific curriculum areas. These experiences have supported a hands-on, experiential approach to learning, allowing pupils to engage more deeply with the topics being studied. Strong vocabulary development has been noted as a result of these enrichment opportunities, with pupils demonstrating increased retention and understanding — clearly aligning with the aim to ensure they "know more and remember more." New scheme of work Opening Worlds has shown a vast improvement in children's vocabulary and has come out as a strength in TEP visits.
Provide subject specialist teachers to enhance the curriculum offer for disadvantaged children.	Music All pupils are engaging with the Charanga music scheme across the school. (Next academic year – Wigan music service to be re introduced) Pupil voice indicates that children enjoy music lessons and are actively participating in learning but are not learning how to play an instrument. Modern Foreign Languages (MFL) A specialist Spanish teacher has been delivering high-quality lessons to pupils in Years 2 to 6. Pupil feedback confirms that children are enjoying their Spanish lessons and can recall key vocabulary and facts effectively. Physical Education (PE) A PE specialist has been working across the school (excluding Year 3), delivering lessons aligned to the National Curriculum. 80% of pupils are currently working at Age-Related Expectations (ARE) in PE. Of these, 53% are Pupil Premium (PP) students. After-school sports provision has seen strong uptake from KS2 pupils, with children developing new physical skills that are being transferred into PE lessons. Next year a focus will be ensuring PP children have first opportunity to take part in these clubs. Swimming In Year 3, 52% of pupils are working at ARE in swimming, based on the Summer 2025 data drop – this was due to the cohort specific group that we took swimming – very high needs of SEND.
Support families to overcome individual barriers to	Parental Engagement & Community Involvement

<i>learning by improving parental engagement.</i>	<i>Class Dojo is now fully embedded as the primary platform for parent-teacher communication. Parents are able to message class teachers directly with any queries, and teachers share a weekly class update each Friday.</i> <i>This system has replaced the previous SWAY newsletter, which had limited engagement (with only around 25 parents accessing it across the whole school).</i> <i>ParentMail continues to be used for key school-wide communications, including events and announcements.</i> <i>Daily face-to-face conversations between parents and staff (teachers and TAs) take place at classroom doors, both before and after school, fostering strong relationships and open dialogue.</i> <i>SLT always on the gates at the start of the day and the end of the day – this has allowed parents to speak to SLT about any issues arising and they are dealt with straight away. Parents have given positive feedback on the interaction of SLT on the gates and feel they can come and speak to them and they are listened to.</i> <i>Celebration Assemblies have been highly successful, with strong parental attendance most weeks to see children receive certificates and recognition for their achievements.</i> <i>The Lighthouse Group meets in the school hall every Tuesday after school and also on Sundays for worship. This initiative continues to attract wide participation from both school families and the wider community.</i> <i>Sports Day was a major success, with an impressive 85% of parents attending to support their children.</i> <i>The Christmas Production also saw an excellent turnout, with very positive feedback from families regarding both the performance and the organisation of the event.</i>
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	<i>Robust monitoring of attendance has remained a key priority this academic year. The overall attendance rate for the previous year was 94.62% whole school falling below the school target of 97.4%.</i> <i>PP attendance - 94.48% whole school</i> <i>Regular meetings with the Attendance Team have been held throughout the year to track trends, identify persistent absentees, and implement targeted support strategies.</i> <i>A range of incentives and rewards have been introduced to promote good attendance and punctuality, including:</i> <i>Weekly attendance and punctuality awards during Celebration Assemblies.</i> <i>A highly popular 'Spin the Wheel' activity for pupils, which has been very well received and is helping to raise the profile of good attendance across the school.</i> <i>Learning Mentors and SLT conduct daily attendance calls by 9:30am to follow up on unexplained absences.</i>

	<i>In more challenging cases, where children have not arrived at school, Learning Mentors and SLT have been proactive in collecting pupils from home to ensure their attendance and maintain engagement with school.</i>
<i>Support our pupils' health and wellbeing, particularly our disadvantaged pupils to enable them to access learning at an appropriate level.</i>	<i>Pupil Premium Provision and Inclusive Support</i> <i>Smaller intervention groups are being accessed by Pupil Premium (PP) pupils across the school. These targeted groups provide focused support in a more personalised setting, enabling pupils to achieve greater success.</i> <i>For a small number of PP pupils who are currently unable to access learning in the main classroom, a dedicated nurture classroom has been established. This space delivers a tailored, nurturing curriculum while maintaining links with pupils' mainstream classes through regular reintegration opportunities across the week.</i> <i>Due to the school's effective inclusion practices and positive outcomes for pupils with additional needs, Wigan Council has approved and funded the development of two new specialist units, opening in September 2025:</i> <i>An Autism Spectrum Condition (ASC) Unit</i> <i>A Social, Emotional and Mental Health (SEMH) Unit</i> <i>Attendance at after-school activities among PP pupils has increased compared to previous years. While this is a positive step forward, further work is required to increase engagement even further in the next academic year.</i>

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
Tables Rockstars	TT Rockstars
Speech and Language Therapists	Wigan Family Welfare
Letterjoin	Letterjoin Uk
Spelling Shed	Literacy Shed
Accelerated Reader	Renaissance
RWI	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)