



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2026 to 2027 academic year to help improve the attainment of our under-resourced children.

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 George's Central CE Primary School and Nursery
Number of children in school	326
Proportion (%) of Pupil Premium eligible pupils	31.1%
Academic years that our current Pupil Premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	21/09/2026
Date on which it will be reviewed	01/09/2027
Statement authorised by	Mark Grogan, Headteacher
Pupil Premium lead	Olwen O'Brien, Inclusion Leader
Governor lead 2025 – 2026	Laura Morgan, Link governor for Inclusion
Governor lead 2026 – 2027	Fiona Taylor, Link governor for Inclusion

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£152,950
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£152,950

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

Statement of intent

At St George's Central CE Primary School and Nursery, our use of Pupil Premium funding is guided by our commitment to provide a high-quality, inclusive education for all pupils. In line with our School Impact Plan, our intent is to ensure that every under-resourced child is given the opportunity to thrive academically, socially and personally through a curriculum and culture that is ambitious, equitable and enriching.

Our objectives for under-resourced children are to:

- Ensure that all children achieve their full potential through a broad, balanced and inclusive curriculum that develops long-term learning skills and embeds deep subject knowledge.
- To consistently promote the personal development and well-being of all of our children, particularly under-resourced children, providing them with the relevant support and encouragement to set high aspirations for themselves.

Aims of our Pupil Premium Strategy:

- Promote excellent attendance and positive attitudes to learning, ensuring that all children can fully access the opportunities provided by school.
- Ensure that every child receives high-quality teaching that leads to under-resourced children achieving in line with their peers.
- Promote positive mental health and well-being and safeguarding.
- Reduce the attainment gap between children who are under-resourced and those who are not.

Key principles of the strategy plan.

- Strengthen teaching and learning through continuous professional growth, ensuring that high-quality, evidence-based classroom practice benefits all children particularly the most vulnerable.
- Prioritise the well-being and personal development of all children by offering a nurturing environment that supports mental health, character development and spiritual growth.
- Provide children with rich cultural and community experiences, including outdoor learning, Forest School, and opportunities that build cultural capital and social responsibility.
- Develop children's oracy, communication and early reading skills, ensuring strong foundations in literacy and numeracy from the Early Years onwards.
- Embed a consistent, high-quality approach to teaching and learning that meets the needs of all learners.
- Use diagnostic assessment and targeted interventions to close attainment gaps in phonics, reading, writing, and maths.
- Enhance our curriculum through inclusive practices and innovative approaches, including the use of technology and AI where appropriate.
- Foster a whole-school culture of aspiration, resilience, and belonging, ensuring every child feels valued and capable of success.
- Strengthen partnerships with families and the wider community to sustain positive outcomes for our children.

Our aim is that by 2028, the progress and attainment of under-resourced children at St George's Central will be at least in line with that of their peers nationally, with all pupils leaving our school equipped for life-long learning and able to flourish in Modern Britain.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

Challenges

This details the key challenges to achievement that we have identified among our under-resourced children.

Challenge number	Detail of challenge
1	Observations, discussions with pupils and national data shows that under-resourced children have greater difficulty in securing the expected level of development in phonics by the end of Year 1. For those pupils who do not pass the phonics screening check resit in Year 2, accelerated progress needs to be made to ensure that gaps are narrowed. In the academic year 2025-2026, 55% of under-resourced Year 1 children achieved the expected standard in phonics compared to 93% of non- under-resourced children showing an achievement gap of 38%.
2	National tests, internal data, observations and discussions with pupils demonstrate that maths attainment for under-resourced children is below that of their peers. In the academic year 2025-2026, 57% of under-resourced children Year 2 pupils achieved the expected standard or above compared to 61% of non- under-resourced children, showing an attainment gap of 4%. In Year 6 national tests, 82% of under-resourced children achieved the expected standard compared with 77% of non- under-resourced children, representing a positive attainment gap of 5% Although this data represents an improvement compared with the previous year this still remains an area of focus for our three-year strategy.
3	Internal and external data demonstrates that under-resourced children's attainment in spelling, punctuation and grammar is significantly below that of their peers. In the academic year 2025-2026, Year 6 national tests showed that 76% of under-resourced children achieved the expected standard in spelling, punctuation and grammar tests compared with 91% of non- under-resourced children representing an attainment gap of 15%.
4	Many of our under-resourced children have not had the life experiences that will help them to put their learning into context. This has had an impact on their use of relevant vocabulary in foundation subjects and the ability to make links across different areas of study. Furthermore, this lack of experience has had a negative impact on the social, emotional and mental health of some pupils.
5	Attendance data for the academic year 2025-2026 showed that under-resourced children had an attendance rate of 93.7%, which represents a 0.8% improvement compared with the previous year which was 92.9%. Maintaining and building on this improvement remains a priority. Additionally, this year's attendance rate of under-resourced children was lower than the whole school attendance of 95.1%, hence this remaining an area for improvement.
6	Observations, internal data and discussions with pupils show that some children do not have sufficient spoken language skills that will allow them to achieve their full academic potential.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

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
Improved phonics development of under-resourced children.	The percentage of under-resourced children who pass the phonics screening check in 2027/28 will be broadly in line with the percentage of non-under-resourced children who pass.
Improved maths attainment of under-resourced children at the end of Key Stage 1 and Key Stage 2.	Key Stage 1 and Key Stage 2 internal and external Maths assessment data will show that the percentage of under-resourced children who achieve the expected standard and above will be broadly in line with their peers in 2027/28.
Improved spelling, punctuation and grammar of under-resourced children at the end of Key Stage 1 and Key Stage 2.	National and internal assessment data will show that the percentage of under-resourced children who achieve the expected standard and above will be broadly in line with their peers in 2027/28.
To improve and sustain the well-being of all children.	Internal assessment data using the Stirling Well-being assessment tool, Boxall Profiles, Motional and 'I Wish My Teacher Knew' questionnaires will show that there are fewer pupils with lower well-being scores. Where issues are identified they are addressed and a positive impact on overall well-being is shown.
Improve the attendance of all children, particularly our under-resourced children.	Overall attendance rates will improve and the attendance of under-resourced children will improve to 95%.
Improve the oral language skills of pupils so that their spoken language is consistent with their chronological age.	Children's spoken language skills will be consistent with the expectations of the school's newly developed speaking and listening progression document.
All children will improve their ability to use subject specific vocabulary and to make links across different areas of learning which will help children to commit their learning to long term memory.	Internal assessments using knowledge organiser quizzes and pupil interviews with subject leaders will show that an increased number of pupils are able to recall learning from previous topics and year groups and can use this knowledge to make links with their current learning.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 61,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
New staff members will undertake training in 'Little Wandle's' phonics programme to ensure a consistency of approach and to address gaps at the end of Reception and Key Stage 1. Subject leader release time will be funded to monitor the impact of the programme and its interventions. Early Reading and Phonics workshops will take place in the Autumn term to engage parents and offer advice on how to support pupils' reading at home. More resources to be purchased to support our school's delivery of the phonics programme, 'Little Wandle's Letters and Sounds' if required.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for pupils from under-resourced backgrounds. Phonics EEF educationendowmentfoundation.org.uk Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches. Parental engagement EEF educationendowmentfoundation.org.uk	1
School will engage with the National Numeracy project 'Schools and Families program'. This includes the use of 'Family Maths' scrapbooks to encourage home/school partnerships and positive discussion about maths at home. Maths workshops for parents/carers will be held by the Maths leader, informing parents/carers about how Maths is taught in our school, how they can support their pupils in maths and about the 'Family Maths' approach. The Maths leader will be given subject release time to carry out observations and give feedback to class teachers. The Maths leader will also consult with an external expert in primary Maths with a view to reviewing and improving our current maths offer.	The EEF toolkit for improving Maths in the Early Years and Key Stage 1 states that professional development should be used to raise the quality of practitioners' knowledge of mathematics, of pupils' mathematical development, and of effective mathematical pedagogy. Improving Mathematics in the Early Years and Key Stage 1 EEF educationendowmentfoundation.org.uk The EEF toolkit for improving Maths in the Key Stages 2 and 3 states that teachers should require pupils to monitor, reflect on, and communicate their problem solving. Improving Mathematics in Key Stages 2 and 3 EEF educationendowmentfoundation.org.uk Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement EEF Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of pupils' mathematical development and of effective mathematical pedagogy.	2

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

CPD and release time to be funded for class teachers. Regular maths moderation sessions will take place in key phases and as a whole school. Improving learning activities will focus on standards in maths with a focus on children targeted to achieve greater depth to ensure a consistency of approach is in place. Extracurricular clubs will focus on the application and instant recall of times tables facts or for recall of number bonds and addition and subtraction facts. The Maths leader and staff in the Early Years Foundation Stage will continue to take part in 'Nurturing Young Mathematicians' training and moderation sessions to ensure children have a solid grasp of number before entry into Key Stage 1.	Improving Mathematics in the Early Years and Key Stage 1 EEF	
English subject leader release time, Key Stage 1 leader release time and Early Years Leader release time to review and refine English curriculum overviews and further embed Writing Framework approaches. There will be a particular focus on improving GLD outcomes in Reception and providing effective support for Year 1 pupils who did not achieve GLD at the end of Reception. Release time for subject leader to monitor the impact of approaches. English subject leader will facilitate a consistent approach to regular writing moderation to ensure consistency in teaching and learning opportunities.	'A Quantitative Synthesis of Research on Writing Approaches in Years 3 to 13' published by the EEF found that writing programmes that teach writing conventions like grammar, punctuation and spelling in the context of creative writing result in positive outcomes. Writing programmes EEF (educationendowmentfoundation.org.uk) The writing framework	3
The profile of poetry in the school will continue to be highlighted to develop the speaking and listening skills of children. Further visits are scheduled to take place from poets in the forthcoming academic year to deliver poetry workshops. Some pupils will be selected to participate in a Key Stage 1 and Key Stage 2 poetry	Given that Oral language interventions can be used to provide additional support to children who are behind their peers in oral language development, the targeted use of approaches may support some under-resourced children to catch up with peers, particularly when this is provided one-to-one. Oral language interventions EEF	6

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

reading event alongside other local schools.	The following strategies for raising boys' performance have been identified Literacy-specific activities such as appropriate use of oral work; poetry and the use of emotionally powerful texts. DFE-RR238.pdf (publishing.service.gov.uk)	
Children will continue to benefit from regular access to the Forest School by trained professionals from Wigan Council. The Forest School will be widely used by classes or smaller groups throughout the school week, including for class-based worship sessions, to support social and emotional mental health, well-being and emotional regulation.	This study explored the suggestion that, for under-resourced children, well-being through outdoor learning is important in improving achievement. Mel McCree, Roger Cutting & Dean Sherwin (2018) The Hare and the Tortoise go to Forest School: taking the scenic route to academic attainment via emotional well-being outdoors, Early Child Development and Care, 188:7, 980-996, DOI: 10.1080/03004430.2018.1446430	4
Children will gain life experiences from high-quality experiences to introduce and enhance learning across all subjects. Time will continue to be provided for teachers to plan for high-quality experiences that enhance their learning.	There is intrinsic value in teaching pupils creative and performance skills and ensuring under-resourced children access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for children from deprived backgrounds. Arts participation EEF (educationendowmentfoundation.org.uk) Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime. Non-cognitive skills literature review- EEF	4, 6
CPD will be in place for staff that are new to subjects and/or new to our school.	Supporting high-quality teaching is pivotal in improving pupils' outcomes. Indeed, research tells us that high-quality teaching can narrow the under-resourced gap. There is a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,2,3,4
In line with the implementation of the school's Professional Growth Policy, funding is reserved for staff CPD to develop in areas which may be deemed necessary over the course of the year.	Supporting high-quality teaching is pivotal in improving pupils' outcomes. Indeed, research tells us that high-quality teaching can narrow the under-resourced gap. There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. Effective Professional Development EEF	1,2,3,4

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

As part of the school's three-year strategy, the English subject leader will continue to monitor the teaching and learning of grammar and spelling to ensure these skills are effectively embedded within writing. Particular attention will be given to strengthening outcomes in Reception through the consistent implementation of the Writing Framework and supporting Year 1 pupils who did not achieve a Good Level of Development to close identified gaps and make strong progress in early writing. Additionally, spelling competitions across key phases will take place and the effectiveness of this approach will be monitored.	There is limited high-quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested. EEF-Improving literacy in key stage 2 report The notion that spelling can be 'caught' has been superseded by the understanding that to develop and sustain children's ability to spell, they need direct systematic instruction. Spelling, as a key transcription skill, must be explicitly taught, rather than simply tested. EEF- Literacy KS1 Guidance Report 2020	3
Further staff will attend training around effective implementation of adaptive teaching strategies in line with the GMOAIP to ensure that the needs of all pupils are catered for in the classroom. An audit of the GMOAIP involving all staff will take place, points for development will be identified and actions taken.	The EEF guidance around teaching pupils with SEND states that a range of strategies should be used to adapt teaching and instruction to ensure that the needs of all children are catered for. Guidance Report Special Educational Needs in Mainstream Schools GM OAIP Wigan SEND Code of Practice 0 - 25 years	1,2,3,4,6
Staff will be trained in the effective use of technology and AI to support personalised learning and adaptive teaching.	Technology has the potential to increase the quality and quantity of practice that children undertake, both inside and outside of the classroom. EEF Digital Technology Guidance Report.pdf	1,2,3,4,6

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

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

Budgeted cost: £ 45, 885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions that are consistent with our phonics scheme, 'Little Wandle's Letters and Sounds' to be delivered to pupils in Year 1 who are not 'on track' to pass the phonics screening check and to those pupils who did not achieve GLD in Reception. Rapid catch-up interventions to be delivered to pupils in Year 2 (and Key Stage 2 where necessary). Resources and teacher/teaching assistant release time for CPD will be funded. Subject leader release time will be funded to monitor the impact of the programme and its interventions. Early Reading and Phonics leader will be given release time to monitor the impact and delivery of the Little Wandle's Letters and Sounds programme to ensure consistency and fidelity to the scheme.	While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Phonics EEF (educationendowmentfoundation.org.uk)	1
Maths Recovery based interventions will be provided to small groups to close gaps that are acting as a barrier to identified pupils' achievement. Time will be provided for staff members to prepare plans and resources. In some cases, individual interventions may be provided by an external provider. Some targeted children may attend an after-school intervention.	Interventions should start early, be evidence-based and be carefully planned. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Individual pupils who receive MR programmes make good progress in basic numeracy skills. Teachers and teaching assistants develop their knowledge, skills and confidence to teach numeracy. The Maths Recovery principles, assessment tools and activities work well at a number of levels: in individual programmes, in group work and in informing good classroom teaching. Achieving new heights in Cumbria: Raising standards in early numeracy through mathematics recovery – Maths Recovery Council UK and Ireland	2
The use of WellComm as a speech and language assessment and intervention tool will be continued. This will now include a subscription to the online version which makes assessments and	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more resourced counterparts in developing early language and speech skills, which may affect their school experience and learning later in their	6

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

reporting more streamlined and efficient. All children in the EYFS will have a baseline assessment and pupils will be identified for intervention. The Inclusion Leader will report termly on the impact of these interventions. Children in Y1 who did not achieve expected standard in communication and language at the end of reception will form a particular focus.	school lives. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	
‘Communication Champions’ training will be continued and information gained from it will be used in interventions and day to day classroom practice. This information will be disseminated to all support staff.	On average, oral language approaches have a high impact on pupil outcomes (+6 months’ additional progress). Oral language interventions EEF	6
Pupils will continue to receive targeted reading comprehension interventions to move their learning forward.	Studies in England have shown that children eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. On average, under-resourced children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

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

Budgeted cost: £ 45, 885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding will be provided to reward the class with the overall highest attendance over the course of the year. Attendance will be discussed with parents/carers of pupils with SEND as part of review meetings. Termly analysis of attendance of under-resourced children takes place and is shared with governors and other staff as needed. Pastoral Mentor to make use of Earliest Help and Early Help procedures to support with good attendance. Information is shared and implemented with parents/carers regarding the approach to term time holidays. Whole school attendance and punctuality procedures are in place to ensure that a consistent and effective approach is in place across school. Termly attendance certificates will be provided to reward good attendance across a whole term. Pastoral mentor will have regular meetings with the Headteacher to update on attendance concerns. Liaisons with the attendance officer at the Local Authority help to identify targeted families. 'Early Risers' club will be provided for pupils with difficulties with attendance, punctuality or emotionally based school avoidance related behaviour.	The EEF Rapid Evidence Review of Attendance Interventions found that 'there is a small positive impact, on average for communication parental engagement on attendance and a small positive impact for other parental engagement interventions.' Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	5
Trips and residential opportunities will continue to be subsidised for targeted pupils, offering the opportunity to take part in wider life experiences that enhance both their academic and their social-emotional learning.	There is intrinsic value in teaching children creative and performance skills and ensuring under-resourced children access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for children from deprived backgrounds Arts participation EEF	4

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

	educationendowmentfoundation.org.uk Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime. Literature review on non-cognitive skills EEF educationendowmentfoundation.org.uk	
Children will continue to take part in regular 'care for the community' activities including visits to the local care home and litter picking.	Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at whole-school level. Improving Behaviour in Schools EEF educationendowmentfoundation.org.uk This whole school approach aims for the positive behaviours shown by pupils in the community to be reflected in the classroom.	5
Approaches from the EmpathyLab program will be disseminated to staff by the English Leader and Mental Health Leader, who both attended the training. Practices will be put in place to support behaviour, attitudes, attendance and inclusion of children across school. A range of books will be purchased to complement the discrete teaching of empathy.	Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF	5
Stirling well-being questionnaires continue to be utilised with pupils in Key Stage 2 to identify pupils who may require targeted support to improve their social, emotional and mental health, particularly when this can be barrier to good attendance at school. The results are then used to identify relevant interventions and the impact of these is monitored. The pastoral mentor, along with other staff members will lead mental health and well-being based interventions for many pupils across school as a result of the Stirling well-being questionnaire results.	Evidence suggests that pupils from under-resourced backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support under-resourced children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF educationendowmentfoundation.org.uk	5
Collaborative work will be completed with class teachers, the Mental Health Leader and/or parents/carers to identify and monitor the social, emotional and mental health needs of pupils through the continued use of Motional as a diagnostic	Evidence suggests that pupils from under-resourced backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	5

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

and intervention tool to ensure a trauma informed approach to children's well-being thus promoting their overall mental health and attendance at and participation in school life.	SEL interventions in education are shown to improve SEL skills and are therefore likely to support under-resourced children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Children will continue to be encouraged to take part in extra-curricular clubs, with the number of under-resourced children attending clubs being monitored.	There is intrinsic value in teaching pupils creative and performance skills and ensuring under-resourced children access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds Arts participation EEF (educationendowmentfoundation.org.uk) Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime. Literature review on non-cognitive skills EEF (educationendowmentfoundation.org.uk)	4, 5
Funding will be provided to subsidise specialist sports coaching, after-school clubs and funding for swimming lessons. Children in Nursery and reception will continue to receive swimming lessons. Children who did not pass their swimming assessments at the end of lower Key Stage 2 will continue to attend swimming lessons until they pass their assessments.	Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime. Literature review on non-cognitive skills EEF (educationendowmentfoundation.org.uk)	5
Counselling will continue to be offered to a larger number of children. New Listen and Respond, counselling-based sessions will begin with a trained member of staff. Targeted pupils will access Listen and Respond sessions to support emotional literacy, regulation, attendance, behaviour and readiness for learning.	According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

	Evidence suggests that pupils from under-resourced backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for children: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support under-resourced children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Funding for all pupils to learn an instrument in Key Stage 2 as part of the Wider Opportunities program. Pupils will be able to learn an instrument and will be exposed to this area of the curriculum fully. Identified pupils have the opportunity to develop skills that they may not otherwise have had chance to.	There is intrinsic value in teaching pupils creative and performance skills and ensuring under-resourced children access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for children from under-resourced backgrounds. Arts participation EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £152,950

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

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 the 2025 to 2026 academic year.

When the impact of the previous year's Pupil Premium Strategy was analysed, data from statutory assessments was used and referred to. To help us to assess the impact of our strategy, we compared results between under-resourced children and their peers. We also compared our results to those at a national level for under-resourced and non- under-resourced children. Furthermore, we compared our results from 2026 to the results from 2025. The details of this analysis are below. Our evidence has been triangulated using internal data, conversations with subject leaders and teachers, pupil interviews, observations and book scrutinies.

Comparison of assessment data from assessments between 2025 and 2026						
KS2	Under-resourced pupils 2025	Under-resourced pupils 2026	Difference	Non-Under-resourced pupils 2025	Non-Under-resourced pupils 2026	Difference
% achieving expected standard in reading	70%	76%	+6%	88%	91%	+3%
	Gap between under-resourced and non-under-resourced pupils in 2025: -18%			Gap between under-resourced and non-under-resourced pupils in 2026: -15%		+3%
% achieving expected standard in writing	63%	94%	+31%	88%	86%	-2%
	Gap between under-resourced and non-under-resourced pupils in 2025: -25%			Gap between under-resourced and non-under-resourced pupils in 2026: +8%		+33%
% achieving expected standard in maths	70%	82%	+12%	88%	77%	-11%
	Gap between under-resourced and non-under-resourced pupils in 2025: -18%			Gap between under-resourced and non-under-resourced pupils in 2026: +5%		+23%
% achieving expected standard in SPAG	63%	76%	+13%	94%	91%	-3%
	Gap between under-resourced and non-under-resourced pupils in 2025: -31%			Gap between under-resourced and non-under-resourced pupils in 2026: -15%		+16%
KS1	Under-resourced pupils 2025	Under-resourced pupils 2026	Difference	Non-Under-resourced pupils 2025	Non-Under-resourced pupils 2026	Difference
% achieving expected standard in reading	61%	64%	+3%	58%	65%	+7%
	Gap between under-resourced and non-under-resourced pupils in 2025: 3%			Gap between under-resourced and non-under-resourced pupils in 2026: :-1%		-4%
% achieving expected standard in writing	56%	64%	+8%	58%	58%	0%
	Gap between under-resourced and non-under-resourced pupils in 2025: -2%			Gap between under-resourced and non-under-resourced pupils in 2026: : +6%		+8%
% achieving expected standard in maths	50%	57%	+7%	69%	61%	-8%
	Gap between under-resourced and non-under-resourced pupils in 2025: -19%			Gap between under-resourced and non-under-resourced pupils in 2026: -4%		-15%
Y1 Phonics Screening Check	Under-resourced pupils 2025	Under-resourced pupils 2026	Difference	Non-Under-resourced pupils 2025	Non-Under-resourced pupils 2026	Difference
	77%	55%	-22%	87%	93%	+6%
	Gap between under-resourced and non-under-resourced pupils in 2025: -10%			Gap between under-resourced and non-under-resourced pupils in 2026: -38%		-28%
EYFS GLD	Under-resourced pupils 2025	Under-resourced pupils 2026	Difference	Non-Under-resourced pupils 2025	Non-Under-resourced pupils 2026	Difference
	57%	57%	0%	72%	64%	-8%
	Gap between under-resourced and non-under-resourced pupils in 2025: -15%			Gap between under-resourced and non-under-resourced pupils in 2026: -7%		-8%

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

Key Stage 2 Outcomes

At the end of Key Stage 2, outcomes for under-resourced children improved significantly across all subjects. In Reading, the percentage of under-resourced children achieving the expected standard increased from 70% in 2025 to 76% in 2026, while attainment for non- under-resourced children rose from 88% to 91%. As a result, the attainment gap narrowed from 18% to 15%.

Writing outcomes showed particularly strong improvement. The proportion of under-resourced children achieving the expected standard increased from 63% in 2025 to 94% in 2026, an increase of 31%. In contrast, attainment for non- under-resourced children fell slightly from 88% to 86%. Consequently, under-resourced children outperformed their non- under-resourced peers by 8% in 2026, compared with a gap of 25% in favour of non- under-resourced children in 2025.

In Mathematics, attainment for under-resourced children increased from 70% to 82%, while attainment for non- under-resourced children decreased from 88% to 77%. This resulted in under-resourced children outperforming their peers by 5% in 2026, representing a significant reduction in the attainment gap.

Similarly, in SPaG, attainment for under-resourced children increased from 63% to 76%, while outcomes for non- under-resourced children decreased slightly from 94% to 91%. Consequently, the attainment gap narrowed from 31% to 15%.

These outcomes demonstrate the positive impact of targeted support and intervention strategies for under-resourced children. The attainment gap narrowed in Reading and SPaG and was reversed in both Writing and Mathematics. We will continue to build on these successes through the use of carefully targeted interventions, high-quality teaching and robust monitoring of pupil progress.

Key Stage 1 Outcomes

At the end of Key Stage 1, outcomes for under-resourced children improved across Reading, Writing and Mathematics. In Reading, the percentage of under-resourced children achieving the expected standard increased from 61% in 2025 to 64% in 2026. Non- under-resourced children also demonstrated improvement, increasing from 58% to 65%. Consequently, the small attainment advantage previously held by under-resourced children reduced, with attainment becoming broadly in line between the two groups.

In Writing, attainment for under-resourced children increased from 56% to 64%, whilst attainment for non- under-resourced children remained unchanged at 58%. As a result, under-resourced children outperformed their peers by 6% in 2026, compared to being 2% behind in 2025.

Mathematics outcomes also improved for under-resourced children, rising from 50% to 57%. At the same time, attainment for non- under-resourced children fell from 69% to 61%. This led to a significant reduction in the attainment gap from 19% to 4%.

Overall, Key Stage 1 outcomes indicate that under-resourced children are making stronger progress, particularly in Writing and Mathematics. The attainment gap has narrowed across all subjects, with under-resourced children outperforming their peers in Writing and achieving broadly comparable outcomes in Reading and Mathematics. Continued focus on early intervention, language development and quality-first teaching will remain priorities to further improve outcomes for under-resourced children.

Phonics Screening Check

The percentage of under-resourced children who achieved the pass mark in the Year 1 Phonics Screening Check fell from 77% in 2025 to 55% in 2026, representing a decrease of 22%. This is an area of concern and highlights the need for continued focus on early reading and phonics provision for under-resourced children. The percentage of non- under-resourced children who passed the phonics screening check increased from 87% in 2025 to 93% in 2026, representing a 6% improvement. As a result, the attainment gap between under-resourced children and non- under-resourced children widened significantly from 10% in 2025 to 38% in 2026.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

This indicates that under-resourced children did not achieve as well as their peers and that targeted intervention remains a priority. Children who do not meet the expected standard in the Phonics Screening Check will access the Rapid Catch-Up programme in Year 2. Those who do not achieve the expected standard in the Year 2 re-check will continue to receive targeted phonics support and intervention until they become confident, fluent readers.

Early Years Good Level of Development (GLD)

The percentage of under-resourced children achieving a Good Level of Development (GLD) at the end of the Early Years Foundation Stage remained stable at 57% in both 2025 and 2026. In contrast, the percentage of non-under-resourced children achieving GLD decreased from 72% in 2025 to 64% in 2026. As a result, the attainment gap between under-resourced children and non-under-resourced children narrowed from 15% in 2025 to 7% in 2026. Whilst this demonstrates a closing of the attainment gap, it is important to note that this has been driven by a decline in outcomes for non-under-resourced children rather than improved attainment for under-resourced children. Increasing the proportion of under-resourced children achieving a Good Level of Development therefore remains a key priority. Targeted support will continue to focus on the prime areas of learning, early language development, communication skills and early literacy to ensure that all pupils are well prepared for the transition into Key Stage 1.

Additionally, targeted support will continue in Year 1 for these children who did not achieve a Good Level of Development, focusing on identified gaps in learning to strengthen communication and language, early literacy and mathematics skills which will enable pupils to successfully access the Key Stage 1 curriculum and achieve their full potential.

Other Areas

The Forest School is firmly established and is accessed by children across the school year. Its use has been amended to cater for pupils with SEND with specific needs at different points during the school week. The provision of this has been positive for pupils' social and emotional mental health and regulation. Additionally, Forest School has been used by classes to complete their class worship sessions in an outdoor, natural setting.

Across the school, pupils' learning was enhanced by rich experiences (including external trips and visits and experiences in school). Pupil interviews from subject leaders have demonstrated that these experiences have had a positive impact on pupils' well-being and on their ability to commit learning to their long term memory.

Implementation of the GMOAIP has been a focus across the school year. Senior leaders attended a 'table top' sharing event to consider best practice in this area in terms of its implementation and auditing of it. A general audit took place which identified areas to work on across the whole school. A more detailed, focused audit fully involving all staff is planned for next year.

The school's speech and language assessment tool WellComm has been continually used. All pupils in early years and targeted pupils in Y1-Y6 are routinely assessed using this and interventions take place based on information gained from these assessments. This year we have invested in the online version of WellComm which has made the process more efficient and reliable. Further monitoring of the use of WellComm to ensure it is being used effectively is planned for next year. Additionally, some staff have completed Communication Champion training and strategies from this have been implemented into interventions. Embedding this and monitoring its impact is planned for next year.

Small group support in the form of targeted comprehension activities, focussed reading groups and targeted individual support across a range of other subjects have shown some demonstrable impact, particularly amongst pupils in key stage 2.

Regular monitoring of the social, emotional and mental health of pupils has been established and will continue to be embedded in this and subsequent years. This means that the needs of pupils are quickly identified. Well-being interventions are then organised according to needs, carried out and reviewed on an ongoing basis. Timetable changes have enabled a more consistent offer of well-being interventions and this will continue into the next academic year.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

The school has continued to make use of the counselling services from Wigan Family Welfare and a staff member has completed counselling based training and from this will complete 'Listen and Respond' sessions with targeted children going forwards.

Our school continues to offer an extensive range of clubs to our pupils and the number of under-resourced children who attend these clubs compared with their peers is monitored. There is variation between classes but in some cases, more under-resourced children attend one or more after school clubs than non- under-resourced children. Further clubs at lunchtime are also now offered. These are run by our Pastoral Mentor and also provide an opportunity for well-being check ins.

The Senior Leadership Team and the Pastoral Mentor have worked to reduce the rate of overall absences and the rate of persistent absence, following our Graduated Approach to Attendance. This has included parent meetings and phone calls. The school's attendance awards have also been heavily promoted. An 'early risers' club has also been introduced which involves pupils struggling with attendance, punctuality or potentially emotionally based school avoidance behaviour coming into school before the school day to have some breakfast, play some games and complete a well-being check in with the Pastoral Mentor. This has been successful in combatting punctuality and emotionally based school avoidance behaviour and will continue into this academic year.

Externally provided programmes

Programme	Provider
Times Tables Rockstars and Numbots	Maths Circle Ltd
Reading Plus	DreamBox Learning
Spelling Shed	Education Shed
White Rose Maths	White Rose Maths
Little Wandle's Letters and Sounds Revised	Wandle Learning Trust
Seesaw	Seesaw Learning inc.
Test Base	Doublestruck Ltd.
WellComm	GL Assessment

Further information

Additional activities

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by Pupil Premium. These additional activities include:

- Areas of school are developed to provide spaces to aid regulation, particularly for children with SEND and under-resourced children with SEND, which enables all pupils to attend school and access learning successfully. Leaders will monitor the use of these areas to ensure they are effective and positively impacting on attendance, engagement, independence, behaviour and access to learning. Changes and adaptations will be carried out if needed as a result of monitoring.
- Our sensory room is developed to provide a space for sensory-circuit based work and for movement breaks and brain breaks for all pupils that require it.
- Funding will support the implementation of the 'Happy Lunchtimes' approach, including resources, staff training and structured lunchtime activities designed to improve behaviour, engagement, social interaction and enjoyment for under-resourced children alongside all children.
- Embedding our approach to careers, including people from our school community visiting school to discuss their roles and the training they have undertaken, use of the Gatsby Benchmarks and attendance at a Careers' Fair. This has the aim of broadening horizons and developing understanding of future pathways for under-resourced children alongside all children.
- Inclusion workshops and coffee mornings will be delivered throughout the year to strengthen home-school partnerships and support families to access services, advice and strategies that improve attendance, well-being and engagement.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

- Staff training and targeted interventions will support the development of oracy, vocabulary, fluency and communication skills, particularly for under-resourced children and those with SEND. This will include developing the role of a lead within school for Oracy and utilising an external oracy package.
- Subscription to the 'B Squared' package to track the needs and progress of under-resourced children with SEND will be continued. B Squared will continue to be used by teachers to track and monitor progress. The Inclusion Leader will monitor pupils' progress using the tool and will offer advice and feedback to teachers, based on their progress. New staff members will receive training on using the package.
- Edukey's software package 'Provision Map' will be used more extensively as a way of storing and sharing any reports or information from external professionals pertaining to individual pupils. It will be used to produce 'learning plans' for certain children with SEND, including those who are also under-resourced. These will be shared with parents. Learning plans will collate specific targets pupils are working towards and actions in place to ensure they are achieved. 'Pupil Passports', also produced via B Squared, will continue to be in place for some children, with a view to ensuring that the needs for these children are catered for. The package will also be used to monitor the impact of interventions as part of the 'Assess, Plan, Do, Review' cycle and this will be fed back to parents/carers, in line with the SEND Code of Practice.

Planning, implementation and evaluation

As discussed in the strategy outcomes section, all statutory assessment data was triangulated with a range of sources including; internal data, observations, conversations with parents/carers and staff members and pupil interviews. This has helped us to obtain a clear picture of the challenges faced by our under-resourced children.

We used the EEF's Guide to Pupil Premium to assist us in our evidence gathering and analysis. When challenges were identified, we analysed the impact of existing strategies to ascertain which strategies we should maintain or develop and which strategies were not having the intended impact. We also looked at a range of evidence using the EEF's Teaching and Learning Toolkit and Guidance Reports. This enabled us to identify effective strategies to overcome the challenges that our under-resourced children face.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12