

# Pupil Premium Strategy Statement Leigh St Mary's Church of England Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Leigh St Mary's CE Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Watson Headteacher
Pupil premium lead	Sarah Watson Headteacher
Governor / Trustee lead	Ashley Turner Lead for Pupil Premium

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,900
Recovery premium funding allocation this academic year	£9570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100,470

# Part A: Pupil premium strategy plan

## Statement of intent

### School Mission Statement and Motto:

INSPIRE: To be the best that I can be

BELIEVE: To believe I can make a difference for good in this world

ACHIEVE: To know I have the roots to grow and the wings to fly

At Leigh St Mary's Church of England Primary School, we promote a life-long love of learning. Through enriching, exciting learning opportunities and a creative curriculum, children are given the foundations to flourish. Our Christian values are at the heart of our school and provide us with a culture of happiness, respect and trust.

We aim to promote a sense of belonging within a warm, nurturing environment where children feel safe and valued. We celebrate cultural diversity and believe that every child should have the opportunity to be the best that they can be.

Through our encouragement of good manners, kindness and friendship we aim to ensure our children display the values of good citizenship. We hope to instil in our children an 'I can' attitude and to provide our children with the tools to succeed in an ever-changing world.

At Leigh St Mary's our intentions are that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Our Pupil Premium strategy aims to support disadvantaged pupils to be the very best that they can be and to achieve their academic and personal goals, this includes those pupils who are already high attainers.

We will consider carefully the wide variety of challenges that are faced by vulnerable pupils, such as those who have a social worker, are looked after or are young carers. The activity we have outlined in this statement of intent is also intended to support their needs and wellbeing.

High quality, excellent teaching for all pupils is at the centre of our approach at Leigh St Mary's. We also aim to have a strong focus on areas in which disadvantaged and vulnerable pupils require the most support. Educational research has proven that a quality first teaching approach has the greatest impact on closing the disadvantage attainment gap and will equally be of huge benefit to all pupils. It is our utmost aim, within the intended outcomes detailed within this document, that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our Pupil Premium Strategy is integral to wider school development plans for education recovery within the pandemic. For example, targeted support via catch up and keep up tuition and National Tutoring Programme for pupils whose education has been worst affected, this includes non-disadvantaged pupils.

Our approach will be responsive and reflective of the needs of individual and group of pupils. We will be responsive to changes faces and individual needs whilst ensuring our assessment is robust and does not make assumptions. The approaches we have adopted at Leigh St Mary's are based upon careful research and knowledge of our school community. As with everything we do, we will have an Emotionally Friendly and nurturing approach to all strategies. Both the academic and personal strategies we adopt complement each other to allow pupils to excel. To ensure that strategy is effective we will:

- Ensure all pupils are in receipt of excellent, quality first teaching
- Ensure disadvantaged pupils are challenged in the work that they are set
- Ensure we act early to intervene at the point need is identified
- Ensure that all staff take responsibility for disadvantaged pupils' outcomes and that our approach remains integral to school development planning and delivery.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment information, including observations and discussions with pupils, indicate that disadvantaged pupils generally have greater difficulty with phonics and early reading than their peers.
2	Assessment information, including observations and discussions with pupils, demonstrates that many disadvantaged pupils have under-developed oral language skills and have gaps within their vocabulary. This puts them at a disadvantage to their peers and is evident from Reception through to Upper Key Stage 2.
3	Internal assessment information indicates that attainment within reading, writing and mathematics and non-core subjects is below that of their non-disadvantaged peers and demonstrates that they have been most impacted by the continued disruption post-pandemic.
4	Our ongoing assessments and observations (such as Boxall Profile) indicate that the wellbeing and positive mental health of our disadvantaged pupils has been impacted by partial school closures and disruption of their education during the pandemic. This has resulted in more pupils struggling with Social, Emotional and Mental Health needs and has led to some pupils falling further behind their peers as they

	struggle to stay emotionally regulated in school to be able to learn well and take in new information.
5	Our whole school attendance data indicates that the attendance among disadvantaged pupils is 2% lower than non-disadvantaged.
6	Post pandemic, our assessments, observations and discussions with parents and the wider school community highlight that many disadvantaged pupils' families are experiencing challenging circumstances. For a variety of reasons, families have been harder hit by lockdowns and isolation guidance. This has resulted in some families requiring a significant level of pastoral support and earliest help intervention.
7	Internal assessment information (standardised tests and Boxall profiles) indicates that some disadvantaged pupils with special educational needs and disabilities have also been impacted by the pandemic, both academically and personally.

## 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 outcomes	Sounds Write assessment information, phonics screening assessments and ongoing continuous assessments will show that an increased proportion of disadvantaged pupils are making good and outstanding progress within phonics and early reading.
Improved vocabulary among disadvantaged pupils	WellComm data and ongoing assessment will demonstrate that there has been an improvement in vocabulary within disadvantaged pupils' spoken language and written work.
Improved reading, writing and maths attainment for disadvantaged pupils by the end of KS2	EYFS, KS1 And KS2 assessment information 2024/2025 will show that an increased proportion of disadvantaged pupils
To achieve Emotionally School Bronze Accreditation to sustain improved wellbeing for the whole school community and particularly those pupils who are disadvantaged	School will achieve the accreditation and will see sustained high levels of wellbeing throughout school. This will be demonstrated by: <ul style="list-style-type: none"> <li>• A reduction in significant SEMH incidents</li> <li>• Qualitative data such as feedback from families, pupils and staff</li> </ul>

	<ul style="list-style-type: none"> <li>• Improved Boxall Profile data</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To improve and sustain attendance for all pupils particularly our disadvantaged pupils.</p>	<p>Sustained high levels of attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall school attendance figures for all pupils will be 96% or above and the attendance gap between disadvantaged and non-disadvantaged pupils will reduce by 5% or more.</li> <li>• The percentage of all pupils who are persistently absent being below 90% and the figure among disadvantaged being no more than 5% lower than their peers.</li> </ul>

## 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:£16,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Hub for Maths Leader and key teaching staff	<p>There is a strong evidence base that excellent teaching for all pupils has a significant positive impact on outcomes. Adopting a coaching style to supporting excellent teaching has been proven to have great results whilst building confidence and subject knowledge within teaching and support staff.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	3
Continuation of Sounds Write training for new staff members	<p>The theory and pedagogy that underpins the Sounds Write phonic programme has been proven to have a positive impact on the accuracy of word reading. The approaches behind this programme take into accounts the needs of all learners and ensure that phonics learning is remembered, supporting pupils' cognitive load, working and long-term memory.</p> <p><a href="https://www.sounds-write.co.uk/page-69-about.aspx">https://www.sounds-write.co.uk/page-69-about.aspx</a></p>	1, 2, 3
Further enhancement of whole school reading resources (SHINE Project and resources 23-24)	<p>There is strong evidence to show that the quality of teaching materials and the use of high quality, diverse and engaging texts has a positive impact on pupils' outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	1, 2, 3
Improving the PSHE curriculum and teaching of healthy relationships	<p>Research highlights that whole school approaches to positive mental health and emotionally friendly, nurturing cultures within relationship-based approaches provide solid foundations to support all pupils, especially the most vulnerable and disadvantaged.</p>	4, 5, 7

<p>and social and emotional learning throughout school (Kapow 23-24)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	
<p>Enhancement of Foundation Subject teaching and curriculum (Art and Design, Design Technology and Science are key focus areas of 23-24)</p>	<p>Research has shown that when children are engaged and motivated by their learning experiences outcomes within subjects are improved and learning becomes more memorable. Pupils' behaviour has been evidence to improve when they are immersed in positive learning experiences that have both academic and personal gains. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-science-ks1-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-science-ks1-ks2</a></p>	<p>2, 3, 4</p>
<p>Specialist Music teaching throughout Key Stage 2</p>	<p>Research from <a href="#">The Power of Music to Change Lives</a> states: "Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us. In the same way that we teach children literacy and numeracy to prepare them for adult life, we must also give them the musical tools they need for a lifetime of music-making and enjoyment. For some, music will be the foundation of a career in one of the country's most important and globally-recognised industries. For others, it will provide experiences and skills which develop their creativity. For many, music will simply be a source of joy, comfort and companionship throughout their lives."</p> <p>By employing the specialist teachers within Wigan Music Service, pupils at Leigh St Mary's are experiencing high quality musical teaching providing school with opportunities for all our children, including the most disadvantaged to learn to play a tuned musical instrument.</p>	<p>3</p>

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for reading, writing and mathematics	<p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those who have fallen behind, both one to one and in small groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 3
The purchase of resources to support targeted intervention	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those who have fallen behind, both one to one and in small groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 3, 4, 7
Key staff within KS1 and KS2 trained to support disadvantaged pupils with SEND	<p>Highly skilled and trained staff with expertise in supporting pupils with a diverse range of needs can be fundamental to successful outcomes for the most vulnerable and disadvantaged pupils, including those with SEND.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	1, 2, 3, 4, 7
Delivering WELLCOM and Drawing Club within EYFS	<p>Early Years staff trained in the delivery and WELLCOM and Drawing Club to deliver language, communication and vocabulary boosting targeted sessions to disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1,2



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a>	
Delivering our Nurture Group – The Glade	<p>Research highlights that whole school approaches to positive mental health and emotionally friendly, nurturing cultures within relationship-based approaches provide solid foundations to support all pupils, especially the most vulnerable and disadvantaged.</p> <p> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>  <a href="https://www.emotionallyfriendly.co.uk/">https://www.emotionallyfriendly.co.uk/</a>  <a href="https://www.nurtureuk.org/reports/now-you-see-us-report/">https://www.nurtureuk.org/reports/now-you-see-us-report/</a> </p>	4, 5, 7
Delivering the National Tutoring Programme to target specific pupils throughout school who require additional intervention within mathematics	<p>Tuition targeted at specific needs and knowledge gaps can be an effective methods to support low-attaining pupils or those who have fallen behind, both one to one and in small groups.</p> <p> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> </p>	1, 2, 3, 4,

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Manager and Attendance Lead</p>	<p>There is extensive evidence to demonstrate that pupils with positive mental health and social and emotional skills have improved outcomes in their later life.</p> <p>There is also extensive evidence to highlight the positive impact that strong parent and school relationships can have on pupil outcomes including positive impact on behaviour, attendance and attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p><a href="https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/">https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</a></p>	<p>4, 5, 6, 7</p>
<p>Continuation of the delivery and funding of Emotionally Friendly Schools Bronze Accreditation (Achieved 21-22)</p>	<p>Research highlights that whole school approaches to positive mental health and emotionally friendly, nurturing cultures within relationship-based approaches provide solid foundations to support all pupils, especially the most vulnerable and disadvantaged.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://www.emotionallyfriendly.co.uk/">https://www.emotionallyfriendly.co.uk/</a></p>	<p>4, 5, 6, 7</p>
<p>Delivery and funding of Sue Paul Counselling</p>	<p>There is extensive evidence to demonstrate that pupils with positive mental health and social and emotional skills have improved outcomes in their later life.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>4, 6, 7</p>

**Total budgeted cost: £ 90,900**

## 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 2022-2023 academic year.

- Academic year 2022-2023 was the second in a 3-year development plan cycle to re-build and strengthen the curriculum throughout school. This includes core and non-core subjects.
- Transformations within the teaching of geography and history were implemented from October 2022. Using Curriculum Companions as a basis for skills and knowledge, long and medium-term plans were re-written with a focus on milestone knowledge and skills, subject threshold concepts and schemas with knowledge categories for each subject.
- CPD and training activities with teaching staff throughout the Spring and Summer term led to the positive development of planning within geography and history. This enabled leaders to ensure that national curriculum content was being taught successfully and that pupils are remembering more. Pupils are experiencing adaptive teaching within environments where high quality vocabulary, questioning and expectations were established.
- 2022-2023 saw a full return to relevant and enjoyable educational experiences that were planned for all year groups. For example, education visits to Chester, Blue Planet and Imagine That.
- Children throughout school experienced enhanced learning opportunities through engagement with local partners such as Bedford High School, The Turnpike, St Mary's Church and the library. Examples include origami workshops for the Coronation and creative opportunities for Y1 and Year 5 workshops with Bedford Arts. Experiences such as these provided the children with opportunities to see how their learning connects with the wider community.
- Sport and PE have played a key role in ensuring children at Leigh St Mary's are active and engaged with physical activity.
- School achieved Gold Sports Mark for a second year running with very positive feedback about school's PE curriculum and engagement in PE for all groups of pupils, especially the most disadvantaged.
- After school sports clubs took place four times a week with a variety of sports offered to all year groups. These clubs enhanced the curriculum offer for all pupils and great efforts were made to ensure that disadvantaged pupils took up the offer of school clubs.
- ESL led successful implementation of the transformed reading scheme within Reception and Key Stage 1. This included parent and staff workshops, revised monitoring and tracking systems and targeted intervention. As a result, Year 1 phonics screening check results are very positive, with 90% passing the check.
- Despite results in EYFS being below national and the LA, school saw good levels of progress made in prime and specific areas of learning. For example, on entry 17% of children were at ARE for Literacy this increased to 57% at the end of the school year. Great gains were made in PSED with an increase in the proportion of

pupils at age related expectations from 37% on entry to 70% in summer. Increases from entry to summer are positive in all areas within the EYFS.

- Within EYFS, disadvantaged pupils made progress from entry with particular success in PSED, CLL and Literacy.
- SEND pupils in EYFS also made good progress from entry points with success in PSED, CLL, PD, literacy and mathematics.
- 66% of disadvantaged pupils in EYFS made GLD compared to 48% in the LA and 52% nationally.
- 33% SEN pupils reached GLD compared to 13% within the LA and 20% nationally.
- Successful Sounds Write teaching in EYFS and Year 1 has led to improvements within phonics outcomes. In the Year 1 Phonics Screening Check, 90% of pupils met the expected standard. This compares to 79% within the LA and 79% nationally.
- 67% of disadvantaged pupils met the expected standard in phonics which is slightly above LA figures of 66%.
- 67% of SEND pupils met the expected standard in phonics compared to 42% within the LA.
- 75% of EAL pupils met the expected standard in phonics, which is broadly in line with LA at 77%.
- Within Year 2, pupils taking end of key stage assessments made progress from their starting points. +3% in reading, +7% in writing and progress in mathematics was maintained from the end of Year 1.
- Within the Year 2 cohort, progress from end of EYFS was maintained or strengthened within reading, writing and mathematics.
- Within Year 2 there was a +6% increase in pupils achieving greater depth within reading from the start of the school year.
- Within Year 2 there was a +3% increase in pupils achieving greater depth within mathematics from the start of the school year.
- Success in end of key stage one assessments can be evidenced in increases in the proportion of disadvantaged pupils meeting and exceeding age-related expectations within reading. +8% increase in ARE and +13% increase in pupils achieving GD.
- SEND pupils in Year 2 also made good progress in reading with +13% of pupils at least in line with ARE.
- A good increase in the proportion of EAL pupils making ARE in Year 2 highlights the success of targeted intervention. +33% of EAL pupils were in line with ARE at the end of Year 2.
- Gains for disadvantaged, SEND and EAL pupils in Year 2 were also made in mathematics and writing. A particular success being +19% in year progress made by disadvantaged pupils within maths.
- Strong teaching of times tables within lower key stage 2 can be evidenced in the success of the Multiplication Tables Check outcomes. School's average score was 22/25 which is above the consortia at 20/25 and above the LA at 21/25.
- Disadvantaged, SEND and EAL pupils all achieved a check score above those seen within the consortia and LA.
- Year 6 pupils with SEND achieved levels higher than the LA within reading outcomes. 45% of SEN pupils in Y6 reached age related expectations in reading compared to 42% within the LA and 39% nationally.
- 36% of Year 6 pupils with SEND achieved age-related expectations in writing compared to 32% in the LA and 29% nationally.

- 83% of pupils with EAL achieved age related expectation in writing compared to 71% in the LA and 72% nationally.
- School's Pastoral Manager has successfully supported positive rates of attendance, punctuality and persistent absence throughout 22-23. School's whole school attendance figure for 22-23 was 94%. Although this was lower than our target, it was higher than local and national attendance figures.
- Pastoral Manager has implemented Attendance Contracts with 3 families throughout the school year, all resulting in improved attendance and punctuality.
- School's Pastoral Support Manager continued to develop her trauma informed practice in 22-23 and has provided timely and targeted intervention to individual and groups of pupils to build self-confidence and boost self-esteem.
- Nurturing interventions such as Worry Bug, Happy in My Skin, Draw and Talk Therapy and Sue Paul Counselling have taken place throughout school to boost self-esteem and confidence for school's most disadvantaged pupils.
- Further investment in new reading books purchased with a variety of diverse authors and titles to ensure that all pupils in school are represented.

## 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*

<b>Programme</b>	<b>Provider</b>
Kapow Primary	Kapow
The Essentials Curriculum	Chris Quigley
Music Curriculum for Key Stage 2	Wigan Music Service