



LEIGH ST PETER'S CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams

LOVE

RESPECT

TRUST

FRIENDSHIP

RESPONSIBILITY

PERSEVERANCE

RESILIENCE

Pupil Premium Strategy Statement: 2021-2024 (amended for academic year 2022-23)

This statement details our school's use of pupil premium for the 2022-23 academic year. This funding helps 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 Contextual Overview

DETAIL	DATA
School Name:	Leigh St Peter's CE Primary School
Pupils in school:	363
Proportion of disadvantaged pupils:	48%
Academic year/years that our current pupil premium plan covers: (3 year recommended)	2023-2026
Date this statement was published	November 2023
Date this statement will be reviewed:	Termly
Statement authorised by:	
Pupil Premium Lead:	Mr Kevin Robinson
Governor Lead:	Miss Julie Williams

	% eligible for FSM	% eligible who are EAL	% eligible from ethnic minority groups	% eligible with SEN support	% eligible with an EHCP	School Deprivation Indicator
School	49.1%	25.3%	32.5%	15.4%	1.7%	0.33
National	25.9%	22%	37.4%	13.5%	2.5%	0.18
LA						0.18

Disadvantaged pupil progress scores for the last academic year

	2019 score			2022-23 Score		
	SCHOOL	LOCAL	NATIONAL	SCHOOL	LOCAL	NATIONAL
Reading	97	102	102	99	103	--
Writing	--	--	--	--	--	--
Maths	101	102	103	100	102	--

Disadvantaged pupil performance overview for academic year 2022-23

Measure	School	Local	National
Achieving GLD in Reception	44%	48%	52%
Achieving Phonics Standard Year 1	74%	66%	67%
Achieving Phonics Standard Year 2	74%	82%	53%
Meeting Expected Standard at KS2	38%	60%	--
Meeting Higher Standard at KS2	0%	8%	--
Expected Standard in Reading at KS2	47%	64%	60%
Higher Standard in Reading at KS2	3%	20%	17%
Expected Standard in Writing at KS2	72%	62%	58%
Higher Standard in Writing at KS2	0%	10%	7%
Expected Standard in Mathematics at KS2	53%	63%	59%
Higher Standard in Mathematics at KS2	13%	16%	13%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1: Progress and attainment for PP KS1 and KS2 pupils is narrowed in reading, writing and maths and is in line with non-PP pupil national averages.	<ul style="list-style-type: none"> Targeted intervention and support for identified PP children by fully qualified teachers in reading, writing and maths. Easy Read 1:1 intervention for lowest performing PP readers. Reading Vending Machine PP tokens provide children with opportunities to receive new books and develops a love of reading
Priority 2: To raise the attendance of PP pupils to narrow the gap between PP pupils and non-PP pupils. Bringing PP pupils in line with the national average.	<ul style="list-style-type: none"> Celebration assemblies provide children with an award for achieving the best attendance based on classes' average and pupils in classes with above 96% attendance chose a class reward. Phone calls home and home visits for children who have not attended school. Breakfast club and before school intervention clubs offered to PP children.
Priority 3: To improve behaviour and attitudes of PP pupils during break and lunch times.	<ul style="list-style-type: none"> A trauma informed 'Happy Lunchtimes' initiative implemented and led by multiple TISUK accredited practitioners. Senior Leadership Team to monitor behaviour during lunch times and sufficient members of staff to be present during all break times.
Priority 4: To improve the mental health and wellbeing of targeted PP pupils.	<ul style="list-style-type: none"> Play Therapy and Wigan Family Welfare programmes. Trauma Informed behaviour, mental health and wellbeing support for PP children led by Behaviour Mentor.
Priority 5: More able pupils are supported to narrow the gap between PP and non-PP for GDS in reading, writing and maths.	<ul style="list-style-type: none"> More able approach implemented throughout curriculum and fully qualified teacher to lead on 'More Able Lunch Club' initiative for reading. More able PP children are targeted through interventions for reading, writing and maths.
Priority 6: SEND PP children are supported to achieve in line with SEND national averages in reading, writing and maths	<ul style="list-style-type: none"> SENDCO to work with TESS to produce whole school provision map. SENDCO to timetable SEND interventions across school to address IEP targets and interventions to help SEND attainment to be broadly in line with SEND attainment across year. Intervention programme for PP SEND children in reading, writing and maths. SENDCO to track attainment for key points within school to track and monitor the progress of SEND and plan next steps.
Priority 7: Raise aspirations of PP children to be motivated to achieve well personally and academically.	<ul style="list-style-type: none"> Curriculum Enrichment activities and trips PP children supported financially with enrichment activities. Baseline Assessment for enrichment experiences
Priority 8: PP children access a range of opportunities and experiences that they may not access outside of school and are highly engaged in school curriculum	<ul style="list-style-type: none"> Curriculum Enrichment activities and trips PP children supported financially with enrichment activities. Baseline Assessment for enrichment experiences

Teaching priorities for current academic year

Aim	Target	Target Date
Attainment in Reading PP children Summer 24 Phonics PP children achieve in line with KS1 Phonics national average for non-PP children December 22-23	PP pupils narrow the achievement gap in KS2 reading attainment bringing PP pupils closer to national average	Summer 24
Attainment in Writing PP children achieve above with KS2	PP pupils narrow the achievement gap in KS2 writing attainment bringing PP pupils closer to national average	Summer 24
Attainment in Mathematics	PP pupils narrow the achievement gap in KS2 mathematics attainment bringing PP pupils closer to national average	Summer 24
Attainment in Phonics	PP pupils narrow the achievement gap in KS1 phonics attainment bringing PP pupils closer to national average	Summer 24

N.B. Focus needed on disadvantaged pupils reaching the expected standard in phonics check as they move into Year 2.

Targeted academic support for current academic year

Measure	Activity
Priority 1: More able PP children are supported to achieve in line with national average GDS in reading, writing and maths.	<ul style="list-style-type: none"> More able pupil premium children are identified using effective assessment tracking and 3x yearly data inputs. Phonics is monitored closely and pupils making below expected progress are identified in Pupil progress meetings. RWM outcomes are monitored closely and pupils making below expected progress are identified in Pupil progress meetings. To celebrate children's reading from home, children are rewarded with the use of the reading book vending machine (yet to purchase) Lunchtime reading club for PP More Able readers who are below age-related expectations.
Priority 2: SEND PP children are supported to achieve in line with SEND national averages in reading, writing and maths.	<ul style="list-style-type: none"> PP SEND children intervention co-ordinated by SENDCO. PP SEND class interventions identified and timetabled. Tracking forms are completed for all interventions to show impact and outcomes.
Barriers to learning these priorities address:	<ul style="list-style-type: none"> School is still seeing the effects of pupils working remotely for a considerable time, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown. Pupils basic emotional and social needs may not be currently met and thus mean they are not able to make accelerated progress (Presently, Year 3 and Year 4 missed significant elements of the Early Years curriculum). Learning behaviours at lunchtime may need developing due to long periods of self-isolation. KS1 pupils with widening SEMH needs need to be unpicked through Play Therapy and Emotional Literacy work.
Projected spending:	£ needs to be calculated.

Wider strategies for current academic year

Measure	Activity
Priority 1: To raise the attendance for PP pupils in line or above national average.	<ul style="list-style-type: none"> Provide a range of clubs to children including breakfast club to encourage children to be in school prior to the start of the school day. Phone calls home and home visits for children who are off school; encouraging them to attend school promptly. Attendance awards handed out weekly during celebration assemblies for classes' average attendance at 96% or above. . PP children invited into school for a before school club provided by member of staff to accelerate progress.
Priority 2: To improve behaviour and attitudes of PP pupils during lunch and break times.	<ul style="list-style-type: none"> Implement 'Play Leaders' programme into lunchtime on all playgrounds. SLT to be present during break and lunchtimes. Ensure a range of clubs and activities are available during break/lunchtimes. Numerous members of staff on duty during break times to ensure all children are monitored effectively.
Priority 3: To improve the mental health and wellbeing of targeted PP children.	<ul style="list-style-type: none"> Engagement with the MHST in school. Trauma Informed behaviour, mental health and wellbeing support for PP pupils led by Behaviour Mentor.
Priority 4: Raise aspirations of PP children to be motivated to achieve well personally and academically.	<ul style="list-style-type: none"> Trips and Visits calendar planned throughout the academic year for every year group supporting PP pupils to visit. Member of lunchtime staff to identify specific children and create a lunchtime club for raising aspirations. Pupil voice through the use of questionnaire to be carried out in order to identify suitable pupils.
Priority 5: PP children access a range of opportunities and experiences that they may not	<ul style="list-style-type: none"> Identify experiences and trips which children may not have experienced and provide children with new and exciting experiences to widen

access outside of school and are highly engaged in school curriculum.	opportunities (LSPPS Promise). Including bringing professionals into school to carry out activities suited to the school curriculum.
Barriers to learning these priorities address	<ul style="list-style-type: none"> ▪ Poor attendance, including the impact of Covid-19 ▪ Ensure targeted children attend breakfast club and have access to the accelerated learning group before school.
Projected Spending	<ul style="list-style-type: none"> ▪ £ needs to be calculated.

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Ensure fully qualified teachers can implement high quality reading, writing and maths intervention to targeted children.	<ul style="list-style-type: none"> ▪ Termly diagnostic systems identify pupils not on track. ▪ s Implement PiXL therapies across school to provided scripted interventions in reading, writing and maths. ▪ Phonics interventions for SEND KS1 pupils implemented by fully qualified teacher.
Targeted Support	Increase attendance % for PP/disadvantaged children.	<ul style="list-style-type: none"> ▪ Start of the school day engaging through the playing of music on arrival. ▪ Rewards for attendance. ▪ Supporting vulnerable PP families with breakfast club. ▪ Phonics intervention before the school day.
Wider strategies	Ensure PP/Disadvantaged children are provided with experiences in and out of school.	<ul style="list-style-type: none"> ▪ Trips organised providing children with new experiences. ▪ Visitors come into school to provide children with curriculum linked experiences and career/future aspiration talks.