

Leigh St Peter's CE Primary School

"Let Your LIGHT Shine" Matthew 5:16

Headteacher: Mr K Robinson BSc (Hons), NPQH

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Pupil Premium Strategy Statement: 2024-2025

This statement details our school's use of pupil premium for the 2024-25 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:	359 (including Nursery)
Proportion of disadvantaged pupils:	47.7%
Academic year/years that our current pupil premium plan covers: (3 year recommended)	2023-2026
Date this statement was published	December 2024
Date this statement will be reviewed:	Termly
Statement authorised by:	Mr Kevin Robinson
Pupil Premium Lead:	Mr Kevin Robinson
Governor Lead:	Miss Julie Williams

Pupil Premium and...						
	% eligible for FSM	% eligible who are EAL	% eligible from ethnic minority groups	% eligible with SEN support	% eligible with an EHCP	School Deprivation Indicator
School	47.9%	83.3%	13.5%	9%	1.9%	0.32
National (All)	--	--	37.4%	14.1%	3%	0.18
LA (All)	28%	12.6%		16%		0.19

Disadvantaged Attendance of Pupils in 2023-24

	% Attendance		% Authorised Absence		% Unauthorised Absence		No of pupils 15+ days missed	No of 19 days missed and above
	Sch	Nat	Sch	Nat	Sch	Nat		
Reception	93.3%	94.5%	4.8%		2%		2	3
Year 1	91.5%		5.7%		2.8%		2	4
Year 2	94.3%		3.6%		2.1%		1	6
Year 3	92.8%		4.5%		2.7%		2	7
Year 4	89.7%		6.4%		3.8%		1	11
Year 5	93.3%		4.6%		2.1%		21	9
Year 6	93.7%		3.3%		2.9%		4	3

Disadvantaged Key Stage 2 pupil progress scores for the last academic year

	2022-23			2023-24 Score		
	SCHOOL	LOCAL	NATIONAL	SCHOOL	LOCAL	NATIONAL
Reading	99	103		103	103	103
GPS	--	--	--	103	103	102
Maths	101	102		101	102	101

Disadvantaged pupil performance overview for academic year 2023-24

Measure	School	Local	National
Achieving GLD in Reception	63%	43%	50%
Achieving Phonics Standard Year 1	92%	69%	68%
Achieving Phonics Standard Year 2	71%	51%	49%
Meeting Expected Standard at KS2	42%	60%	--
Meeting Higher Standard at KS2	4%	8%	--
Expected Standard in Reading at KS2	54%	64%	62%
Higher Standard in Reading at KS2	27%	19%	18%
Expected Standard in Writing at KS2	73%	62%	58%
Higher Standard in Writing at KS2	12%	9%	6%
Expected Standard in Mathematics at KS2	58%	63%	59%
Higher Standard in Mathematics at KS2	4%	14%	13%
Expected Standard in GPS at KS2	69%	64%	59%
Higher Standard in GPS at KS2	15%	21%	20%

Strategy aims for disadvantaged pupils

Measure	Activity
<p>Priority 1: Attainment for PP pupils at KS2 pupils is narrowed in reading, writing and maths combined and is in line with local and national averages.</p>	<ul style="list-style-type: none"> Targeted intervention and support for identified PP children by fully qualified teachers in reading, writing and maths. Careful monitoring and tracking of attainment of PP KS2 pupils. QLA to identify gaps and utilise PiXL interventions to narrow the gaps in learning.
<p>Priority 2: To raise the attendance of PP pupils to narrow the gap between PP pupils' national attendance. Bringing PP pupils in line with the national average.</p>	<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. Letters home for pupils to track attendance that fall below 96%. Breakfast club and before school intervention clubs offered to PP children. 15hot seat rewards pupils with attendance of 96% or higher over the course of half term. Attendance Contracts with pupils and families to improve attendance over a set time frame. Education Penalty Notices for families/children with poor attendance. Sharing Attendance weekly on the school newsletter.
<p>Priority 3: To improve behaviour and attitudes of PP pupils during break and lunch times.</p>	<ul style="list-style-type: none"> Recruitment of Welfare Assistants at Lunchtime. Club offer at lunchtime each day. Senior Leadership Team to monitor behaviour during lunch times and sufficient members of staff to be present during all break times.
<p>Priority 4: To improve the mental health and wellbeing of targeted PP pupils.</p>	<ul style="list-style-type: none"> Purchase of Padlet to better communicate with parents/families through a weekly newsletter. Play Therapy and Wigan Family Welfare programmes. Trauma Informed behaviour, mental health and wellbeing support for PP children led by Behaviour Mentor.
<p>Priority 5: More able pupils are supported to narrow the gap between PP and non-PP for GDS in reading, writing and maths.</p>	<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.
<p>Priority 6: SEND PP children are supported to achieve in line with SEND national averages in reading, writing and maths</p>	<ul style="list-style-type: none"> Introduction to Birmingham SEND Toolkit across school for R, W and M. Tracking of SEND pupils through Birmingham SEND Toolkit. Early Intervention in place through WellComm in Nursery and Reception SENDCO to work with teachers and support staff to timetable SEND interventions across school to address IEP targets SENDCO to track SEND performance in line with subject leader analysis for subjects Intervention programme for PP SEND children in reading, writing and maths. SENDCO to track reading, writing and maths attainment in

Measure	Activity
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 through Enrichment Calendar. PP children supported financially with enrichment activities, if required. Tracking of pupils attending 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 calendar produced. PP children supported financially with enrichment activities. Baseline Assessment for enrichment experiences.

Teaching priorities for current academic year

Aim	Target	Target Date
To improve attainment in RWM Combined for PP pupils.	PP pupils narrow the achievement gap in KS2 RWM Combined attainment bringing PP pupils closer to national average.	Summer '25
Attainment in Reading PP children achieve in line or above to national averages.	PP pupils narrow the achievement gap in KS2 reading attainment bringing PP pupils in line with national average.	Summer '25
Attainment in Mathematics at expected and greater depth standard is in line or above national expectation	PP pupils narrow the achievement gap in KS2 mathematics attainment bringing PP pupils in line with national average.	Summer '25
Attainment in GPS higher Standard is line or above with national expectations	PP pupils narrow the achievement gap higher standard for GPS attainment bringing PP pupils in line with national average.	Summer '25

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 maths and GPS.	<ul style="list-style-type: none"> More able pupil premium children are identified using effective assessment tracking and 3x yearly data inputs. RWM outcomes are monitored closely and pupils making below expected progress are identified in Pupil progress meetings. Improved tracking and monitoring of timetable checking across school, including the monitoring of specific groups of pupils, including, average scores. Purchase of SPAG.com to support diagnostic teaching of GPS across school.
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.
Priority 3: AllChild intervention to support PP pupils in terms of raising aspirations, working on learning behaviours and improving attendance.	<ul style="list-style-type: none"> Employment of AllChild Link Worker. Targeted intervention for 40 identified pupils. Targeted; RockSteady, Thrive (Speech and Language) and Commando Joe's support. Individual Group work with pupils.
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:	£32,670.00

Wider strategies for current academic year

Measure	Activity
Priority 1: To raise the attendance for PP pupils in line with 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, improved attendance, etc. 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 'OPAL 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 pupils are monitored effectively. Recruitment of Welfare Staff.
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. Prioritisation of AllChild Agenda 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 access outside of school and are highly engaged in school curriculum.	<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 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"> £221,260

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Ensure fully qualified teachers can implement high quality reading, writing and maths intervention to targeted pupils.	<ul style="list-style-type: none"> Termly diagnostic systems identify pupils not on track. Implement PiXL therapies across school to provided scripted interventions in reading, writing and maths. Phonics interventions for SEND EYFS & 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.