

Aspull Church Primary School



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Headteacher: Mr H Smout

Pupil premium strategy statement 2025/26

This statement details our school's use of pupil premium (and recovery premium) 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 2025/26 and the outcomes for disadvantaged pupils last academic year 2024/25.

School overview

Detail	Data
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25, 2025/26 & 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	H Smout
Pupil premium lead	H Smout
Governor / Trustee lead	S Sutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,270
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£40,270

Part A: Pupil premium strategy plan

Statement of intent

In line with our Christian school ethos, our intention is that all children thrive and achieve - 'We shine like stars to achieve and make a difference in the world, knowing that with God, all things are possible'

Irrespective of their background or challenges they face, they make excellent progress and achieve high attainment across all areas of the curriculum and all aspects of life.

The children are at the heart of every decision made using Pupil Premium funding; we consider our school context and challenges that are being faced. The statements below are also intended to support all children and common barriers to learning.

Quality First Teaching is central to our curriculum approach, with a focus on areas in which disadvantaged pupils require more support. We believe this is an essential aspect of improving teaching and learning for all. The intended outcome is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for the disadvantaged pupils.

Targeted support through interventions are integral to the plans for education recovery. All teaching staff and SLT are involved in the analysis of data and identification of pupils at the earliest opportunity.

The approaches we adopt are effective in:

- ensuring all children make progress and are challenged through high quality teaching
- appropriate provision for those children identified as disadvantaged or vulnerable
- adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have limitless expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions show additional English, Maths and Social needs on entry into school in EYFS
2	Disadvantaged pupils generally have greater difficulty with phonics than their peers. This negatively impacts their development as readers.
3	Observations indicate social and emotional wellbeing of pupils has been impacted by partial school closures, these findings are supported by national studies.
4	Assessments, observations and discussions with pupils and families have identified social and economic concerns, including life experiences (a lack of enrichment opportunities). This impacts disadvantaged pupils and their attainment.
5	Data shows attendance issues for some disadvantaged children last year, this may have negatively impacted progress.

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 outcomes for children with additional English and Maths needs	<p>Identified children meeting KPI objectives within 6-10 week blocks of support</p> <p>Increase percentage of children working at or above ARE at the end of each term</p> <p>Clear strategy of academic support in place to support disadvantaged children.</p> <p>To have in place evidenced based interventions with clear progress checks.</p> <p>To diminish the difference between disadvantaged pupils and non-disadvantaged pupils working significantly below ARE.</p>

Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language skills. This is evidenced in monitoring, book scrutiny and ongoing formative assessment.
Pupils with social and emotional needs show a greater resilience, which impacts on outcomes	<p>Sustained high levels of wellbeing. An increase in emotional well-being and resilience for targeted children to ensure they make good progress.</p> <p>Clear strategy of well-being and pastoral support in place to support disadvantaged children.</p> <p>An improvement in behaviour in class or at home through targeted support.</p>
To enable all children to participate in events, activities and after school clubs where financial contributions are required and not manageable for parents	<p>A fully inclusive curriculum on offer to all pupils and increased aspirations for pupils regardless of income.</p> <p>A significant increase in participation in enrichment activities.</p>
Sustained and improved attendance and punctuality rates for all, particularly disadvantaged pupils	Sustained high attendance demonstrated by reduced number of persistent absentees among pupils eligible for PP.

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: £29,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions in Key Stage 1 and 2	Increased rate of progress for disadvantaged pupils from previous years. Half termly progress meetings	1

	<p>and rigorous tracking of assessment data and intervention impact monitoring.</p> <p>Pupils receive intervention focused on diminishing gaps so they achieve national expectation or/and greater depth.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	
<p>All staff trained in delivery of Sounds Write phonics programme to allow additional phonics sessions targeted at disadvantaged pupils who require further support</p>	<p>Phonic approaches have a strong based evidence that indicates a positive impact on the accuracy and word reading, particularly for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing enrichment opportunities for those disadvantaged pupils whilst promoting cultural capital.</p>	<p>Providing pupils with these experiences broadens their understanding of the wider world and will impact positively on outcomes, particularly writing.</p> <p>Subsidising trips ensures we can offer top quality experiences for our pupils that captivate learning and develop life skills.</p> <p>When children have the opportunity to try new experiences, they improve their resilience, self-confidence and communication.</p>	3,4

<p>Providing a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted since the pandemic. A significant proportion of the pupils who receive support will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Lunchtime club</p> <p>Curriculum trips funded and one residential in Year 6</p>	<p>Increased participation of disadvantaged pupils to sports club impacting positively on wellbeing and mental health.</p> <p>Impact on wellbeing and mental health positively as well as increased academic performance and social skills.</p>	<p>1,3,4,5</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Whole staff training on building resilience and developing school ethos and improving behaviour across school.</p>	<p>Staff have excellent relationships with children and are aware of strategies to identify and remove barriers to learning. Attitudes to learning, mindset and self-esteem are improved. Expectations and standards of behaviour are exceptionally high throughout the school community.</p> <p>A growth mindset and belief of the power of yet (I can't do this 'yet') is transferred across the curriculum as pupils learn to challenge themselves in difficult situations.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Personal Social and Emotional Development</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p>	<p>1,3,4</p>

	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £40,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance in 2024/25 was in the top 10% of schools nationally and school was second placed for attendance in Wigan Local Authority.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be an increased area of need since the COVID-19 pandemic. The impact was particularly acute for some disadvantaged pupils. We used pupil premium funding to provide pastoral and wellbeing support for pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Current data shows us that only 17% of disadvantaged children in EYFS achieved a good level of development, compared with 79% of other children. Due to the small numbers of Pupil Premium children, the data is prone to significant fluctuations but is monitored very closely. Currently 1 PP child has an EHCP, a further 2 PP children are currently awaiting the outcome of EHCP panel.

In Year 1, 100% of disadvantaged children passed their phonics screening, compared with 86% of other children.

In Year 6, data showed 67% of disadvantaged children achieved the expected standard in reading, compared with 96% of other children. In writing 50% of disadvantaged children achieved the expected standard, compared with 89% of other children and in Maths, 50% of disadvantaged children achieved the expected standard, compared with 100% of other children. Due to the small numbers of Pupil Premium children on school roll, the data is prone to significant fluctuations but is monitored very closely.

Formal and informal observations show excellent behaviour in all classes. Where concerns have been raised with a small minority of children, this has been addressed immediately and appropriate support/provision put into place. Wellbeing surveys in both KS1 and KS2 evidence high levels of wellbeing and emotional wellbeing. Most children were able to express if/when they use the strategies implemented to support their wellbeing. There are high levels of resilience evidenced in the children's ability to articulate when they have used the Learning Pit, giving examples of their experiences.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Systematic synthetic phonics (SSP) programme	Sounds Write
Times Tables Rockstars	TT Rockstars
Mathletics	3P Learning
Charanga	Wide Music Group
Premium Resources White Rose Maths	White Rose Maths
SCARF	Coram Life Education

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A