

Aspull Church Primary School



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Pupil premium strategy rationale 2025/26

The rationale behind this Pupil Premium Strategy is to **remove barriers to learning and close attainment gaps for disadvantaged pupils, whilst ensuring they have equal access to academic success, wellbeing support, and enrichment opportunities.**

The strategy is rooted in the school's Christian vision of "We shine like stars to achieve and make a difference in the world, knowing that with God, all things are possible" and that all children should 'achieve, belong & thrive' regardless of background or circumstance.

Key reasons for the strategy

1. Addressing lower starting points in learning

The school has identified that some disadvantaged pupils enter school with additional needs in English, mathematics and social development. Early intervention is therefore prioritised to accelerate progress and prevent gaps from widening over time.

2. Improving literacy through phonics

Evidence from assessments shows that disadvantaged pupils generally experience greater difficulty with phonics, which affects reading development. The strategy therefore invests in Sounds-Write training and targeted phonics support because strong reading skills underpin achievement across the curriculum.

3. Closing attainment gaps through high-quality teaching

A central principle is that **Quality First Teaching** has the greatest impact on pupil outcomes. The school uses assessment data, interventions, progress meetings and targeted support to ensure disadvantaged pupils make progress towards age-related expectations and that differences between disadvantaged and non-disadvantaged pupils diminish.

4. Supporting social, emotional and mental wellbeing

The school recognises that wellbeing and emotional resilience continue to be affected by the legacy of COVID-19 and other social challenges. The rationale is that pupils who feel emotionally secure, resilient and supported are more likely to engage positively with learning and achieve better outcomes. Staff training, wellbeing support and resilience-building activities are therefore key components of the strategy.

5. Increasing cultural capital and enrichment opportunities

The school has identified that some disadvantaged pupils have fewer opportunities outside school. Funding is therefore used to subsidise trips, residential experiences, clubs and enrichment activities. The rationale is that these experiences broaden horizons, improve confidence and resilience, and contribute positively to academic achievement and future aspirations.

6. Improving attendance

Attendance data highlighted some concerns for disadvantaged pupils. Because attendance is strongly linked to achievement, the strategy aims to reduce levels of absence and ensure pupils are consistently in school and able to benefit from teaching and support.

Evidence informing the strategy

The rationale is evidence-based and draws on:

- School assessment data and observations
- Discussions with pupils and families – identifying strengths and challenges
- Attendance data for all
- Teacher feedback on pupils' levels of engagement and participation
- Behaviour and exclusion data
- Information on wellbeing, mental health, and safeguarding; and
- Research and guidance from the Education Endowment Foundation (EEF).

Summary statement

In essence, the strategy is built on the belief that disadvantaged pupils achieve best when the school combines:

1. High-quality classroom teaching,
2. Targeted academic intervention,
3. Strong pastoral and wellbeing support,
4. Access to enrichment and wider opportunities, and
5. Consistent attendance.

The overall rationale is to ensure disadvantaged pupils not only attain well academically but also develop the confidence, resilience and experiences needed to succeed in school and beyond.