



# Nicol Mere School

## Pupil Premium Strategy Statement

### School overview

Metric	Data
School name	Nicol Mere Primary School
Pupils in school	420
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£169707
Academic year or years covered by statement	2023 / 2026
Publish Date	September 2024
Review Date	August 2025
Statement Authorised By	Mrs Sally Hesketh Chair of Governors
Pupil Premium Lead	Mrs S Swift – Head teacher
Governor Lead	Mrs Sally Hesketh

### Disadvantaged Pupil Progress Scores for 2023- 2024

Measure	Score
Reading	No progress measures due to covid
Writing	No progress measures due to covid
Maths	No progress measures due to covid

### Disadvantaged pupil attainment at end of KS2 for 2023 - 2024 (school assessment)

Measure	Score
Reading	100 (12/12)
Writing	100 (12/12)
Maths	100 (12/12)

### Teaching priorities for current academic year

#### STATEMENT INTENT

Making sure all out pupil premium children deserve this very best education and opportunities. We have high aspirations for all our children and ensure that we close any social gap. Our intention is that, irrespective of their background or the challenges they

face, make good progress and achieve high attainment across all subject areas. Our main focus is on ensuring our disadvantaged pupils achieve that goal, including those who are already high attainers. Quality First Teaching (QFT) is at the heart of our approach, with a focus on areas where our disadvantaged children require most support. We know that this has the greatest impact on closing the attainment gap for our disadvantaged children. Our approach will ensure we remain responsive to common challenges alongside individual needs. Our assessments of the children will be robust and accurate to ensure no assumptions are made. Our Pupil Premium children will also be targeted through our Aspiration for All work, attendance monitoring and funding to support educational visits and visitors.

## Challenges

Challenge Number	Details of Challenge
1.	Attendance – since covid, attitude towards attendance has changed with a more relaxed attitude from some parents in bringing their children to school.
2.	Social, Emotional and Mental Wellbeing (including self-regulation and resilience) amongst children has risen and there is an increase in children needed mental health support. Unfortunately, outside agencies are at capacity therefore as a school we feel we need to provide this in house.
3.	The number of disadvantaged children that have delayed speech and language skills potentially due to a lack of social engagement has risen.
4.	Disadvantaged children have had limited access to wider activities and enrichment.

## Intended Outcomes

Intended Outcomes	Success Criteria	Monitoring Evidence
1 Attendance £11,438		
<ul style="list-style-type: none"> <li>Increase disadvantaged attendance figures, persistence absentees.</li> <li>Parents are educated and better understand the need for children to be in school.</li> </ul>	<ol style="list-style-type: none"> <li>Work alongside the new LA attendance officer.</li> <li>Communicate with all staff and parents.</li> <li>Promote and educated attendance with children, parents and staff.</li> <li>Update attendance award to include celebrate where improvement has been made.</li> <li>A member of staff to lead attendance, work closely with SLT and parents as well as analysing data.</li> </ol>	Attendance data  School website and newsletter  Governor minutes  Children making good knowledge or skills progress.  Pupil interviews show good

		progression in knowledge and skills
<b>2 Social and Emotional Wellbeing £49,108</b>		
<ul style="list-style-type: none"> <li>To track and monitor specific children using CPOMS for mental health concerns.</li> <li>Based on the needs of identified children, use the pastoral team to target and support them.</li> <li>All children at Nicol Mere to feel mentally 'well' and know how to cope with challenges to their mental health.</li> </ul>	<ol style="list-style-type: none"> <li>1. Monitor the current PSHE curriculum to support our children's needs.</li> <li>2. Provide training to staff on new PSHE curriculum.</li> <li>3. Train staff on support programmes with children; including, Lego therapy.</li> <li>4. Work alongside outside agencies with expertise to support our children.</li> <li>5. Ensure staff are confident with identifying changes to children's mental health and the early signs.</li> <li>6. Learning Mentor to time table weekly therapy sessions for identified pupils.</li> <li>7. Implement work with newly appointed Mental Health Champions in school lead by AS including:</li> <li>8. Regular meetings</li> <li>9. Assemblies</li> <li>10. Promotion of mental health activities across the school.</li> <li>11. Children across the school aware of mental health champions and their role.</li> <li>12. Use CPOMS to track mental health concerns for children so that identified children can be tracked and monitored.</li> <li>6. Children to be provided with outside learning provision (Ecolibrium and City of Trees)</li> </ol>	<p>Curriculum plans in place on the system</p> <p>Observation of lessons</p> <p>Learning walks</p> <p>Timetable of sessions across the school</p> <p>Session notes and feedback from children</p> <p>Staff training</p> <p>Visibility of mental health champions across the school</p> <p>Newsletters</p> <p>Pupil Interviews</p> <p>CPOMS used to monitor and generate reports</p>
<b>3 Speech, Language and Communication £54,437</b>		
<ul style="list-style-type: none"> <li>Staff to have an improved understanding of language acquisition and development and this to improve teaching and learning.</li> <li>All staff to have a good understanding of the SLCN programme, how it benefits children and</li> </ul>	<ol style="list-style-type: none"> <li>1. All staff to look at current research from Ofsted around English and the development of language acquisition and understanding and see how this impacts on the teaching in school.</li> <li>2. Two members of staff attend the SLCN training and roll out to all staff.</li> <li>3. Increase the number of staff trained in Welcom and increase the number of children accessing</li> </ol>	<p>Lesson observations</p> <p>Children's work</p> <p>Discussion with children</p> <p>CPD timetable</p>

<p>how to incorporate it in the classroom to have a positive impact.</p> <ul style="list-style-type: none"> <li>• Increase the number of children accessing S+L programmes and improve children's speech and language and communication.</li> <li>• Improve the awareness of the wider school teaching community and how important the correct spoken language is.</li> <li>• Highest expectation of children's spoken language is held by all staff at all times.</li> <li>• Children's vocabulary will be increased and will be evidenced in children's writing.</li> </ul>	<p>it across the school.</p> <ol style="list-style-type: none"> <li>4. Ensure through monitoring that all staff uphold the highest standards in spoken and written language and that children are corrected when needed.</li> <li>5. Following on from previous training, all classrooms and teaching will be monitored for the use of vocabulary walls and how these are used in lessons.</li> <li>6. Continue to maintain staffing numbers to ensure that class sizes are smaller than 30.</li> <li>7. Maintain the level of TAs and provide training for them to carry out interventions.</li> <li>8. Employ a speech therapist to train staff in the delivery of Speech Programmes.</li> </ol>	<p>Training notes</p> <p>Attendance register</p> <p>Intervention time tables</p> <p>Formal and informal observations</p> <p>Pupil Interviews</p>
<p>4 Aspiration for All Wider Curriculum and Enrichment (See SIP)      £31,437</p>		
<p>Children will have a greater access to cultural and sporting experiences outside of school. Children's increased participation in cultural and sporting experiences will develop a positive mind-set and healthy lifestyle.</p>	<ol style="list-style-type: none"> <li>1. Cultural Capital and sporting opportunities given to disadvantaged children.</li> <li>2. Prioritise school trips.</li> <li>3. Extra- curricular clubs for physical activities and the arts.</li> <li>4. Sports Premium funding used to develop access to sporting opportunities.</li> <li>5. Children to be provided with outside learning provision (Ecolibrium and City of Trees)</li> <li>6. Access to books</li> <li>7. Access to swimming</li> </ol>	<p>Attendance registers for clubs</p> <p>Monitoring of clubs/PP data analysis.</p>
<p>Projected spending</p>	<p>£128,725</p>	

## 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 2024 to 2025 academic year.

#### 1. Attendance

- Increase disadvantaged attendance figures, persistence absentees.

	22-23	23-24	24-25
Whole school v PP attendance	95.9 V 94.4	96.1% V 94.5	96.6% V 95.6
Persistent absence	24/420 5.7%	25/420 5.9%	9/420 2.1
PP good level of attendance	96% + 41/97 42.2%	96%+ 46/92 50%	96%+ 58/112 51%
PP Persistence Absence	14/97 14.4%	14/92 15.2%	5/112 4.4%

Decrease due to persistent monitoring, stringent process and parents know that absence is going through.

#### 2. Social and Emotional Wellbeing

- To track and monitor specific children using CPOMS for mental health concerns.
- Number of pp accessing services. What interventions are running and how many accessing internal and external.

In 2024/2025 22% of pp children accessed internal mental health interventions in school run by Learning Mentor (25/112).

3 PP children accessed external mental health services and interventions. Interventions include Freedom Project, Greif Counselling and Domestic Violence Counselling

Interventions run by Learning mentor include: 1:1 sessions, Wellbeing Groups, Talking Therapies and soft start. Staff trained in Lego therapy to run in class by TA's.

### 3. Speech, Language and Communication

- Staff to have an improved understanding of language acquisition and development and this to improve teaching and learning. All staff to have a good understanding of the SLCN programme, how it benefits children and how to incorporate it in the classroom to have a positive impact.
- Increase the number of children accessing S+L programmes and improve children's speech and language and communication.
- Improve the awareness of the wider school teaching community and how important the correct spoken language is.
- Highest expectation of children's spoken language is held by all staff at all times.
- Children's vocabulary will be increased and will be evidenced in children's writing.

	Cohort 2023-24		Cohort 2024 - 25	
	On Entry Baseline assessment	Communication and Language Early Learning Goal	On Entry Baseline assessment	Communication and Language Early Learning Goal
Cohort	68%	100%	75% (45/60)	82% (48/59)
PP	100%	100%	75% (6/8)	72%* (8/11)

**\*PP numbers increased over the year.**

Speech and Language interventions:

- Daily whole class WELCOMM to enhance language skills.
- Small group interventions for WELCOMM for children who are behind age-related expectations.
- Interventions for children who struggle with listening and attention.
- Speech and language programmes for children under SALT, carried out daily.
- Time to talk
- Colourful semantics
- Individual programmes from SALT

On SEN register for Speech and Language or communication need	40/63	64%
Currently have a speech and language programme in school	19/40	48%
Previously had a programme including current programmes	36/40	90%
SEN and PP on speech and language programme	10/28	36%

#### 4. Aspiration for All Wider Curriculum and Enrichment (See SIP)

- Children will have a greater access to cultural and sporting experiences outside of school.
- Children's increased participation in cultural and sporting experiences will develop a positive mind-set and healthy lifestyle.

##### Extra-Curricular Clubs Data Analysis 2024/25

Children attending clubs from Year 1 to Year 6

<u>Pupil Premium</u>	<u>SEND</u>	<u>LAC</u>	<u>EAL</u>	<u>Transient</u>	<u>Social Care</u>
74/87 = 85%	34/46 = 74%	3/4 = 75%	19/20 = 95%	36/43 = 84%	13/14 = 93%

##### Enrichment Activities Data Analysis 2024/25

Children attending from Year 1 to Year 6

<u>Pupil Premium</u>	<u>SEND</u>	<u>LAC</u>	<u>EAL</u>	<u>Transient</u>	<u>Social Care</u>
86/87 = 99%	43/46 = 93%	3/4 = 75%	20/20 = 100%	42/43 = 96%	13/14 = 93%

##### Swimming Data

The PP data some swimming 2024-2025:

PP Swimming 25m = 79%

PP Swimming self-rescue = 100%

Cultural and sporting experiences provided outside of school:

- British Gymnastics Championships
- Philharmonic Christmas trip
- Spain
- Choir events
- Edge Dance festival
- Crocky Trail
- Wigan V Samoa
- Wigan Cinema visit – Elf
- Wigan School Games e.g. competitive developmental and participation events.
- Sporting Summit (Yr 5 and 6)