Nicol Mere School – 3 YEAR PLAN
Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Nicol Mere Primary School
Pupils in school	419
Proportion of disadvantaged pupils	24.8%
Pupil premium allocation this academic year	£162127
Academic year or years covered by statement	2023 - 2026
Publish Date	September 2025
Review Date	July 2026
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 2024- 2025

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

Disadvantaged pupil attainment at end of KS2 for 2024 - 2025

Measure	% EXP
Reading	97%
Writing	97%
Maths	97%

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		
• Increase disadvantaged attendance figures, persistence absentees. • Parents are educated and better understand the need for children to be in school.	1. Work alongside the new LA attendance officer. 2. Communicate with all staff and parents. 3. Promote and educated attendance with children, parents and staff. 4. Update attendance award to include celebrate where improvement has been made. 5. A member of staff to lead attendance, work closely with SLT and parents as well as analysing data.	Attendance data School website and newsletter Governor minutes Children making good knowledge or skills progress. Pupil interviews show good

		progression in knowledge and skills
2 Social and Emotional Wellbeing £50,163		
• To track and monitor specific children using CPOMS for mental health concerns. • Based on the needs of identified children, use the pastoral team to target and support them. • All children at Nicol Mere to feel mentally 'well' and know how to cope with challenges to their mental health.	1. Monitor the current PSHE curriculum to support our children's needs. 2. Provide training to staff on new PSHE curriculum. 3. Train staff on support programmes with children; including, Lego therapy. 4. Work alongside outside agencies with expertise to support our children. 5. Ensure staff are confident with identifying changes to children's mental health and the early signs. 6. Learning Mentor to time table weekly therapy sessions for identified pupils. 7. Implement work with newly appointed Mental Health Champions in school lead by AS including: 8. Regular meetings 9. Assemblies 10. Promotion of mental health activities across the school. 11. Children across the school aware of mental health champions and their role. 12. Use CPOMs to track mental health concerns for children so that identified children can be tracked and monitored. 6. Children to be provided with outside learning provision (Ecolibrium and City of Trees)	Curriculum plans in place on the system Observation of lessons Learning walks Timetable of sessions across the school Session notes and feedback from children Staff training Visibility of mental health champions across the school Newsletters Pupil Interviews CPOMs used to monitor and generate reports
3 Speech, Language and Communication £54,437		
• 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	1. All staff to look at current research from Ofsted around English and the development of language acquisition and understanding and see how this impact on the teaching in school. 2. Two members of staff attend the SLCN training and roll out to all staff. 3. Increase the number of staff trained in Welcom and increase the number of children accessing	Lesson observations Children's work Discussion with children CPD timetable

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.	it across the school. 4. Ensure through monitoring that all staff uphold the highest standards in spoken and written language and that children are corrected when needed. 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. 6. Continue to maintain staffing numbers to ensure that class sizes are smaller than 30. 7. Maintain the level of TAs and provide training for them to carry out interventions. 8. Employ a speech therapist to train staff in the delivery of Speech Programmes.	Training notes Attendance register Intervention time tables Formal and informal observations Pupil Interviews
4 Aspiration for All Wider Curriculum and Enrichment (See SIP) £31,437		
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.	1. Cultural Capital and sporting opportunities given to disadvantaged children. 2. Prioritise school trips. 3. Extra- curricular clubs for physical activities and the arts. 4. Sports Premium funding used to develop access to sporting opportunities. 5. Children to be provided with outside learning provision (Ecolibrium and City of Trees) 6. Access to books 7. Access to swimming	Attendance registers for clubs Monitoring of clubs/PP data analysis.
Projected spending	£128,725	

Part B: Review of outcomes

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils int eh 2024 to 2025 academic year.

1 Attendance

- Improving attendance remained a key priority throughout 2025-26. The school's whole attendance figure increased to 97.1%, continuing the sustained improvement seen over recent years (96.6% in 2024-25 and 96.1% in 2023-24). Attendance remains significantly above the national average of 93.1%. The school's rigorous monitoring, positive relationships with families, targeted support and celebration of good attendance have contributed to these exceptionally strong outcomes.

Impact on disadvantaged pupils

- High attendance has enabled disadvantaged pupils o access quality first teaching consistently.
- Leaders have continued to work proactively with families to identify and address barriers to attendance at an early stage.
- Strong attendance has supported disadvantaged pupils to make positive academic progress and fully engage in the wider life of the school.

2. Social, Emotional and Mental Wellbeing

- Investment in pastoral care, emotional wellbeing support and mental health provision has successfully addressed the increasing social and emotional needs identified within the strategy. The school's personal development and wellbeing provision continues to be evaluated as Strong, reflecting the high-quality support available to pupils.
- Mental Health Champions, Lego Therapy, mindfulness activities, pastoral interventions and outdoor learning opportunities have strengthened pupils' resilience, confidence and emotional wellbeing. The use of CPOMS enables leaders to monitor concerns effectively and ensure targeted support is provided where needed. Pupils report feeling safe, valued and supported and behaviour across the school remains exemplary.

Impact on disadvantaged pupils

- Disadvantaged pupils have benefited from targeted wellbeing support and pastoral intervention.
- Barriers relating to emotional wellbeing have been reduced, enabling pupils to engage more successfully with learning.
- Disadvantaged pupils participate fully in school life and demonstrate positive attitudes towards learning and attendance.

3. Speech, Language and Communication

- The strategy prioritised the development of speech, language and communication skills, recognising that many disadvantaged pupils start school with lower levels of language development. Significant investment in staff training, speech and language interventions, WellComm programmes and vocabulary-rich teaching has contributed to strong outcomes.
- Early identification and intervention remain strengths of the school. Reception baseline assessments show many children enter school below age-related expectations. By the end of Reception, outcomes demonstrate substantial gains across all prime and specific areas of learning, particularly in Communication and Language, which improved from 53% at baseline to 90% by the end of Reception.

Impact on disadvantaged pupils

- **Early Years Foundation Stage**
  Disadvantaged children achieved a 67% Good Level of Development, significantly higher than the local authority disadvantaged average of 50% and above the national disadvantaged average of 55%. This demonstrates that disadvantaged children at Nicol Mere achieve strong outcomes despite often entering school with lower starting points.

- **Year 1 Phonics**

  92% of all pupils met the expected standard in phonics, compared with 81% locally and 82% nationally.

  88% of disadvantaged pupils met the expected standard, compared with approximately 68% locally and 68% nationally for disadvantaged pupils.

  Other pupils achieved around 92%, meaning the gap between disadvantaged pupils and their peers within school is approximately 4 percentage points.

  Disadvantaged pupils achieve exceptionally well in phonics at Nicol Mere. Outcomes for disadvantaged pupils (88%) are significantly above both local authority and national disadvantaged averages (68%), demonstrating the strong impact of early reading provision and targeted intervention. Whilst a small attainment gap remains between disadvantaged pupils and their peers within school (approximately 4 percentage points), this gap is relatively small and disadvantaged pupils perform considerably better than disadvantaged pupils locally and nationally. The data suggests that the school is highly effective in reducing the impact of disadvantage on early reading outcomes.

- **Year 2 Phonics**

  By the end of Year 2, 100% of disadvantaged pupils had achieved the expected standard in phonics, compared with 81% locally. This demonstrates the effectiveness of early intervention and catch-up provision for pupils requiring additional support.

- These outcomes evidence the strength of the school's early reading provision and its success in addressing language and literacy barriers for disadvantaged pupils.

4. Aspiration for All: Wider Curriculum and Enrichment

- The school remains committed to ensuring financial disadvantage is not a barrier to participation. Funding has enabled pupils to access educational visits, residential experiences, sporting opportunities, clubs, cultural events, leadership responsibilities and enrichment activities.
- Participation data demonstrates disadvantaged pupils continue to engage well with the school's wider offer. During 2025-26, 83% of pupil premium pupils participated in at least one extra-curricular club, ensuring they benefit from opportunities that build confidence, cultural capital and aspiration.
- The school continues to remove financial barriers by subsidising visits, enrichment opportunities and wider experiences, ensuring disadvantaged pupils can participate alongside their peers.

Impact on disadvantaged pupils

- Increased participation in enrichment activities has strengthened confidence and personal development.
- Disadvantaged pupils are represented across leadership opportunities including School Council, Play Leaders, Reading Ambassadors, Eco Council and Mental Health Champions.

- Pupils benefit from experiences that broaden aspirations and support personal growth beyond the academic curriculum.

Summary of Attainment and Progress for Disadvantaged Pupils

Early Years Foundation Stage GLD (Good Level of Development)

Group	School	LA	National
All Pupils	73%	69%	72%
Disadvantaged Pupils	67%	50%	55%
Other Pupils	74%	72%	76%

- Nicol Mere disadvantaged: 67%
- Local Authority disadvantaged: 50%
- National disadvantaged: 55%

This means disadvantaged children at Nicol Mere are:

- 17 percentage points above disadvantaged children across Wigan.
- 12 percentage points above disadvantaged children nationally.

Comparison with Other Pupils Within School

- Disadvantaged pupils: 67%
- Other pupils: 74%

The attainment gap is approximately 7 percentage points. The gap is significantly more when comparing to national and local data and children make this up by the time they leave KS2

Disadvantaged children achieve well in the Early Years. In 2026, 67% of disadvantaged pupils achieved a Good Level of Development compared with 50% locally and 55% nationally. Although a small attainment gap remains between disadvantaged pupils and their peers within school, disadvantaged pupils perform significantly better than disadvantaged children both locally and nationally. This demonstrates the positive impact of early intervention, high-quality provision and targeted pupil premium support.

Year 1 Phonics

Group	School	LA	National
All Pupils	**92%**	81%	82%
Disadvantaged Pupils	**88%**	68%	68%

- 92% of all pupils met the expected standard in phonics, compared with 81% locally and 82% nationally.
- 88% of disadvantaged pupils met the expected standard, compared with approximately 68% locally and 68% nationally for disadvantaged pupils.
- Other pupils achieved around 92%, meaning the gap between disadvantaged pupils and their peers within school is approximately 4 percentage points.

Disadvantaged pupils achieve exceptionally well in phonics at Nicol Mere. Outcomes for disadvantaged pupils (88%) are significantly above both local authority and national disadvantaged averages (68%), demonstrating the strong impact of early reading provision and targeted intervention. Whilst a small attainment gap remains between disadvantaged pupils and

their peers within school (approximately 4 percentage points), this gap is relatively small and disadvantaged pupils perform considerably better than disadvantaged pupils locally and nationally. The data suggests that the school is highly effective in reducing the impact of disadvantage on early reading outcomes.

Year 4 Multiplication Tables Check

Measure	School	LA	National
Average Score	24.3	21.5	21.7
Full Marks	88.5	42.1	43

Pupils performed strongly in the Multiplication Tables Check, achieving an average score of 24.3 out of 25, which is above both the Local Authority average of 21.5 and the National average of 21.7

Disadvantaged pupils also achieved highly, with an average score of approximately 24.2, significantly above the Local Authority disadvantaged average of 19.9. This demonstrates that disadvantaged pupils have secure multiplication fluency and are performing well above their disadvantaged peers locally.

When compared to other pupils within school, disadvantaged pupils achieved outcomes are the same, meaning the gap between disadvantaged pupils and their peers is nil

Disadvantaged pupils achieved an average score 2.2 marks higher than disadvantaged pupils across the local authority.

Outcomes in the Multiplication Tables Check demonstrate that disadvantaged pupils achieve highly. Their average score was significantly above local authority disadvantaged pupils and broadly in line with their peers within school. There is no between disadvantaged and non-disadvantaged pupils indicating that the school's approach to mathematics and targeted support is successfully reducing the impact of disadvantage. Overall attainment in the MTC is a significant strength, with all groups performing well above local averages.

Key Stage 2 Outcomes 2026

	School	LA	National
KS2: % at the expected standard in RWM combined	85%	66%	63%
KS2: % at the expected standard in Reading	90%	75%	75%
KS2: % at the expected standard in Writing	87%	75%	73%
KS2: % at the expected standard in Mathematics	92%	78%	75%
KS2: % at the expected standard in GPS	88%	76%	74%
KS2: % at the higher standard in RWM combined	15%	10%	9%
KS2: % at the higher standard in Reading	40%	31%	31%
KS2: % at the higher standard in Writing	22%	16%	13%
KS2: % at the higher standard in Mathematics	23%	28%	27%
KS2: % at the higher standard in GPS	35%	33%	30%

Disadvantaged pupils achieved strong outcomes across all Key Stage 2 measures and significantly outperformed local authority and national disadvantaged averages. Attainment at the expected standard was 81% in Reading, 81% in Writing, 85% in Mathematics, and 77% in combined Reading, Writing and Mathematics. These outcomes demonstrate that disadvantaged pupils at Nicol Mere are achieving well above those seen for disadvantaged pupils both locally and nationally.

Disadvantaged Pupils Compared with Other Pupils in School

Whilst attainment for disadvantaged pupils was lower than that of other pupils within school, disadvantaged pupils continued to achieve strong outcomes. The gap between disadvantaged pupils and other pupils was:

- 16 percentage points in Reading (81% vs 97%)
- 10 percentage points in Writing (81% vs 91%)
- 12 percentage points in Mathematics (85% vs 97%)
- 14 percentage points in combined Reading, Writing and Mathematics (77% vs 91%)

Whilst attainment for disadvantaged pupils was below that of other pupils within school, disadvantaged pupils continued to achieve strong outcomes and compared favourably with disadvantaged pupils nationally and locally. It is important to note that the disadvantaged cohort contained a high proportion of transient pupils, with 31% joining the school part way through their primary education. Several of these pupils also had identified SEND needs. This mobility has inevitably impacted cohort outcomes and means that some pupils did not benefit from Nicol Mere's curriculum, intervention programmes and wider support over the long term.

Key Stage 2 Progress

Group	Reading Progress	Writing Progress	Mathematics Progress
All Pupils	+0.5	+1.3	+0.2
Disadvantaged Pupils	+0.2	+1.1	+1.1
Other Pupils	+0.7	+1.4	-0.5
Local Authority Average	+0.2	+0.6	+0.5
National Average	+0.1	+0.1	+0.1

Overall, pupils made strong progress across Key Stage 2. Reading progress was +0.5, Writing progress was +1.3 and Mathematics progress was +0.2. Reading and Writing progress were above both local authority and national averages, while Mathematics progress was in line with national outcomes but below local authority averages.

Disadvantaged pupils made positive progress in all subjects and outperformed both local and national disadvantaged averages in Reading, Writing and Mathematics.

Writing and Mathematics were particular strengths for disadvantaged pupils, with progress scores of +1.1 in both subjects, substantially above local and national averages.

Compared to other pupils within school, disadvantaged pupils made slightly less progress in Reading and Writing but made significantly stronger progress in Mathematics (+1.1 compared with -0.5 for other pupils).

Given that 31% of the disadvantaged cohort were transient pupils, some of whom also had SEND needs, these progress outcomes demonstrate the positive impact of the school's targeted support and interventions in helping disadvantaged pupils achieve well from their starting points.

Overall Evaluation

The 2025-26 Pupil Premium Strategy has been effective in addressing the key barriers faced by disadvantaged pupils. As a result, disadvantaged pupils achieved strong outcomes across all phases of the school and consistently outperformed local authority and national disadvantaged pupils.

The impact of the strategy is particularly evident in Early Years, phonics, multiplication fluency and Key Stage 2 outcomes, where disadvantaged pupils achieved well above local and national disadvantaged averages. Progress measures were also strong, with disadvantaged pupils making particularly good progress in Writing and Mathematics.

Alongside these academic outcomes, disadvantaged pupils benefited from high levels of participation in enrichment activities, leadership opportunities and targeted wellbeing support, ensuring they were able to engage fully in school life and develop the confidence, resilience and aspirations needed for future success.

Overall, the evidence demonstrates that the school's targeted use of pupil premium funding continues to reduce barriers to learning, support strong academic achievement and ensure disadvantaged pupils are able to achieve, belong and thrive as valued members of the Nicol Mere family.