



Pupil Premium Strategy Statement – The Deanery Church of England High School & Sixth Form College

This statement details our school's use of pupil 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 and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|---|
| Number of pupils in school | 1245 |
| Proportion (%) of pupil premium eligible pupils | 34.3% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2025-26 2026-27 2027-28 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Martin Wood (Headteacher) |
| Pupil premium lead | Emma Hart (Assistant Headteacher & SENDCo) |
| Governor / Trustee lead | Angela Finch (Chair) & Andrea Southworth |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £487,050 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £487,050 |

Part A: Pupil premium strategy plan

Statement of intent

We aim to provide an education for life, enabling all our school community to flourish and live life to the full, irrespective of their background or challenges they may face. We have the same high expectations for disadvantaged pupils as for all pupils which is underpinned by an inclusive approach to teaching to ensure all learners have the opportunity to “reach the top”. We aim to address any barriers faced by our disadvantaged pupils by identifying the challenges faced by individuals and creating a school where pupils know they are cared for and feel as though they belong. Our warm but strict approach, established across The Deanery, will enable all pupils to know, understand and use their gifts and talents to their full potential. The academic, spiritual and social progress that pupils make during their time at The Deanery should be equally fulfilling for all.

We believe that through a holistic approach of personal and spiritual development, pupil attainment will improve. In 2025, disadvantaged pupils at the Deanery performed better than disadvantaged pupils at all other Wigan schools. The attainment for disadvantaged pupils has improved significantly. The Average A8 score is +9.52 compared to 2019 and +10.42 on 2024. In many subjects, disadvantaged pupils perform better than, or in line with, disadvantaged cohorts in the same subject nationally. This attainment is achieved within an ambitious curriculum, with proportions of PP pupils studying EBacc subjects in line with non-PP pupils.

Successful implementation of our strategy will be a staged process, continually monitored and reviewed and amended when needed. We will implement a tiered approach, which will involve: Quality first teaching and learning; Targeted academic support and Wider strategies. Throughout academic year 2024-25, it had become clear that some aspects of behaviour, engagement, punctuality, and attendance had become more established for a significant minority of pupils. Added to this, the incoming profile of the new Year 7 cohort was noticeably different to previous years with large increases in proportions of LAC and SEND pupils, many of whom were identified as eligible for PP funding. With a gradually rising percentage of PP pupils in the school, those groups of pupils struggling with behaviour, learning, punctuality, and attendance contained a proportionally higher percentage of PP pupils compared to the generic school cohort. With regards to the SEND pupils, many arrive with undiagnosed need from primary school and initial contacts and communications with parents confirmed that there would be substantial additional support needed compared to previous Year 7s. As a result, we have adopted a more inclusive approach to PP pupils to support their attendance, behaviour, and attainment.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance – gap between disadvantaged pupils and non-disadvantaged peers is a significant barrier in closing the attainment gap and developing cultural capital. |

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| 2 | Lower literacy and reading levels of pupils eligible for Pupil Premium funding increases/widens gaps of aspiration, resilience and progress compared to non-PP pupils. |
| 3 | Prior attainment – a widening KS2 scaled score gap between disadvantaged pupils and their non-disadvantaged peers. This is highest in current Year 7 & Year 8. |
| 4 | Trend of increasing numbers of pupils eligible for Pupil Premium funding. There has been an increase from 30.8% to 34.3% in last year. This makes identifying barriers of each individual a greater challenge. |
| 5 | Behaviour profiles (including rates of fixed period suspensions) of pupils eligible for Pupil Premium show a significant barrier in their capacity to flourish and live life in all its fullness. |

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 |
|---|--|
| Improve attendance of disadvantaged pupils, eliminating the gap with non-disadvantaged peers. | <p>Reduce (and ultimately eliminate) attendance gap between disadvantaged and non-disadvantaged pupils.</p> <p>Year 1 – Gap of 5% or less Year 2 – Gap of 4% or less Year 3 – Gap of 3% or less</p> <p>Excellent attendance of all disadvantaged pupils, including PP, SEND, FSM, LAC & Young Carers</p> |
| Continue to improve academic attainment for disadvantaged pupils | Strong A8 score for PP pupils, improving on our A8 score being 6.1 above national average, our 5+ in English and Maths being 9.9% above national average and the Deanery being highest attaining school for disadvantaged pupils in Wigan in 2025. |
| Improve the standards of behaviour of disadvantaged students | <p>In-school Synergy behaviour profiles for PP pupils to improve towards the levels of non-PP pupils.</p> <p>Reductions to the suspension rate for PP pupils compared to national average, at a faster rate of improvement than non-PP pupils.</p> <p>Increased numbers of PP pupils reaching the aspirational termly and annual thresholds for Flourish Awards.</p> |
| Ensure an increasing number of disadvantaged pupils achieve at least their expected reading age | 60% pupils eligible for PP achieve at least their expected reading age by end of KS3 at the end of Year 1, 70% by the end of Year 2 and 80% by end of Year 3. |
| Disadvantaged pupils with SEND and additional needs are effectively supported to access the curriculum, make strong | The progress of disadvantaged pupils with SEND improves and is in line with expectations for similar pupils nationally. |

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| <p>progress from their starting points, and engage flourish in school life</p> | <p>Increased access to mainstream lessons and learning through appropriate support and reasonable adjustments.</p> <p>Reduction in gaps between disadvantaged pupils with SEND and their peers in attendance, behaviour and attainment indicators.</p> <p>Positive impact of targeted interventions demonstrated through regular review and monitoring.</p> |
|--|---|

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Enhancement of teaching and curriculum planning, including across a range of subjects and personal development areas, including:</p> <p>PiXL Maths, English and Science support PiXL Middle Leadership Pupil Premium – supporting pupil outcomes for SLT English PiXL Developing Confident and Independent Writers – online training programme English, Maths, Science, PE: Secondary Science – Adapting Lessons 11.00 - 11.30</p> <ul style="list-style-type: none"> • Secondary English – Sentence Starters 11.30 - 12.00 • Secondary Maths – Thinking Mathematician 12.00 – 12.30 • Secondary English – Reading for Pleasure 1.00 – 1.30 • Secondary PE – Physical Development 1.00 – 1.30 • Secondary Science – Secure Teaching 1.30 – 2.00 • Secondary English – Sentence Variation 2.00 – 2.30 • Secondary Maths – Using Assessment to Improve Learning The Big | <p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils..... while the Pupil Premium is provided as a different grant to core funding, this financial split shouldn’t create an artificial separation from whole class teaching.’ Education Endowment Foundation 2019:5</p> <p>‘Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught’. EEF Guidance Report – Mathematics in KS2 and KS3.</p> <p>Mastery Learning (+5 months impact) (EEF Toolkit)</p> <p>‘Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils’ EEF – A tiered approach to Pupil Premium spending</p> | <p>4, 3, 2</p> |

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| CPD Event - Lancashire Professional Development Service | | |
| <p>Targeted CPD to ensure all teachers effectively teach in line with out intent to ensure all learners have the opportunity to 'reach the top' through embedded inclusive practice.</p> <p>Teachers develop and refine effective in-class routines including the key ordinarily available and inclusive practices (eg retrieval, modelling/scaffolding, questioning) to more actively engage pupil eligible for PP (ref. OAIP, CPD Walkthrus and ongoing inclusion in teachers' annual performance management process)</p> | <p>'The pace, order and variety of activities must be planned to maintain interest and attention of all learners, including;</p> <p>Tasks are broken down into small manageable steps. These steps are modelled explicitly</p> <p>the use of adaptive teaching techniques – scaffolding</p> <p>Strategies to support memory and reduce cognitive load are deployed'</p> <p>Greater Manchester Ordinarily Available & Inclusive Practice (GMOAIP) –</p> <p>Metacognition and self-regulation (+7 months impact) (EEF Toolkit)</p> <p>Oral feedback (+7 months impact) (EEF Toolkit)</p> | 4, 3, 2 |
| <p>Improving literacy strategies across the curriculum in line with recommendations in the EEF - Continuing to develop a schoolwide commitment to accountable reading strategies and 'Read it Right' methods across all subject areas, through on-going CPD.</p> | <p>EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.</p> <p>Reading comprehension +6 months impact (EEF Toolkit)</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p>'Improving Literacy in Secondary Schools' EEF publication</p> <p>Word-gap-pdf (OUP)</p> | 4, 3, 2 |
| <p>Purchase of standardised diagnostic GL assessments – CATs</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>(DIAGNOSTIC ASSESSMENTS – Evidence Insights, EEF)</p> | 4, 3 |

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

Budgeted cost: £183,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Senior Progress Leaders and curriculum leads for Maths and English work more closely together to ensure opportunities for targeted in-School Tutoring are prioritised. Further develop the academic offer for pupils in KS4 following an AP timetable to close gaps in readiness for Maths and English GCSEs. (This will include small group tuition (4:1) via Key Worker staff within the Inclusion Team and group tuition (8:1) with timetabled English and Maths teachers at KS4.</p> | <p>Small Group Tuition +4 months (EEF Toolkit) School Led Tutoring Guidance +4 months impact (EEF Toolkit)</p> | <p>4, 1, 3, 5</p> |
| <p>To extend the school's reading intervention (Lexia) for disadvantaged students who need additional help with reading, to comprehend texts and address vocabulary gaps. Literacy lead and SENDCo and Transition HOY to ensure all new Y7 pupils are screened for reading age. Twice yearly, pupils are tested and supported via Lexia Literacy support programme and programme of parental to boost engagement with reading at home.</p> | <p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading Comprehension Strategies EEF</p> | <p>4, 3, 2</p> |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £276,050

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Attendance Strategy, led by a member of SLT and supported by a designated Attendance Officer, and is committed to improve attendance for our disadvantaged pupils. All staff share the responsibility to improve attendance and have received specific CPD on our attendance improvement strategies this academic year. Attendance is a priority for SLT, with weekly attendance reviews and half termly reviews for SLT & Governors. Regular home visits and early family meetings take place and are documented in intervention logs. Strong attendance is celebrated in assemblies and form time, with weekly rewards and "shout outs".</p> | <p>There is a strong correlation between attendance and GCSE outcomes and holistic development. NFER briefing for school leaders 'Being Present: The Power of Attendance and Stability for Disadvantaged Pupils – 2019' identifies addressing attendance as a key step in improving progress – 'if students aren't in, they are not making progress'. EEF Toolkit – 'The association between parental engagement and a child's academic success is well established'.</p> | <p>4, 1</p> |

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| <p>Disadvantaged pupils are prioritised in the creation of individualised plans and “attendance challenges” where pupils are set specific targets for to improve attendance. Attendance strategies are a core part of the review of progress of disadvantaged pupils</p> | | |
| <p>Targeted approaches to personal development. Embed opportunities for widening participation in personal development opportunities to encourage pupils who may otherwise not access our co-curricular provision.</p> <p>Develop REACH Programme that ensures all pupils experience high quality provision for Personal Development (inc. PSHE, Careers, Character Development, Co-curricular and Well-being).</p> <p>Flourish Awards are thoroughly embedded across school, meaning pupils take opportunities to contribute to charity, take on leadership roles, join co-curricular clubs and lead form worship.</p> <p>PP pupils who aren’t engaging are identified early and interventions put in place. (eg Mentoring Minds, EqualEx, Royal Navy)</p> | <p>Research shows that personal development programs that incorporate SEL are crucial for disadvantaged pupils, building resilience, improving self-regulation, and enhancing interpersonal skills and boosting academic performance. Collaborative for Academic, Social, and Emotional Learning (CASEL)</p> <p>Personal development programs also play a crucial role in helping disadvantaged students envision a future beyond their immediate circumstances. Interventions focused on personal growth provide pathways for disadvantaged youth to aspire to higher educational and career goals, breaking the cycle of poverty The Institute of Education or OECD,</p> | <p>4, 5</p> |
| <p>Revision and relaunch of Behaviour To Flourish, incorporating Curriculum (Work Hard) and Pastoral (Be Kind) strands to in-school behaviour.</p> <p>CPD, T&L support and guidance for staff and pupils via Synergy bulletins, regular assemblies regular reward events to further improve the school’s culture to articulate impeccable behaviour and high standards for all.</p> | <p>Approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. Behaviour Interventions +4 months Impact (EEF Toolkit)</p> | <p>4, 5</p> |
| <p>Further develop and extend the role of the Inclusion Team across the school to support vulnerable and disadvantaged pupils in a range of settings. This includes increased visibility around school, targeted in-class support, intervention delivery, use of the Reset Room, pastoral check-ins, and bespoke packages for pupils with complex needs.</p> | <p>The Education Endowment Foundation (EEF) highlights that disadvantaged pupils benefit from targeted academic support alongside wider strategies that address social, emotional and behavioural barriers to learning. The EEF’s <i>Improving Behaviour in Schools</i> guidance emphasises the importance of consistent pastoral support, clear routines and targeted interventions to improve engagement and reduce disruption.</p> <p>The SEND Code of Practice (2015) states that schools should adopt a graduated approach, providing tailored support to meet individual needs and removing barriers to participation in learning. Early identification, multi-agency working and personalised pro-</p> | <p>4, 1</p> |

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| | vision are identified as key factors in improving outcomes for pupils with SEND, many of whom are also disadvantaged. | |
| Targeted mentoring programme delivered by the Inclusion Team for disadvantaged pupils who continue to struggle with engagement despite previous interventions. This provides regular one-to-one support focused on building trusted relationships, improving motivation, addressing barriers to learning, and supporting attendance, behaviour and readiness to learn. | 'Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge'. Mentoring +2 months (EEF Toolkit) The SEND Code of Practice (2015) emphasises the importance of personalised support and the graduated approach for pupils with additional needs. For pupils with SEND or SEMH difficulties, consistent adult support and structured guidance can improve participation, self-regulation and access to learning. | 4, 2, 3, 2 |
| Additional support to ensure no pupils face material barriers to success in school. | Pupils provided with the tools, resources and stimuli to organise themselves in-school planners, timetables, uniform etc. and out of school, continued dialogue between pastoral teams and families to ensure that pupils have access to devices and wifi networks to enable them to engage with school virtually if required. | 4, 1, 3 |
| Bespoke support for Lac and PP+, including; Tutoring – eg Kip McGrath, Prospero, Alternate Provision – eg The Arc, Additional materials to address barriers eg Laptop, Revision Guides, Reward vouchers/incentives | 'Extra consideration must be given to pupils who are looked-after or previously looked after and eligible for PP+ funding'. The Key | 1, 3 |

Total budgeted cost: £487,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged Pupils Trend of GCSE Performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

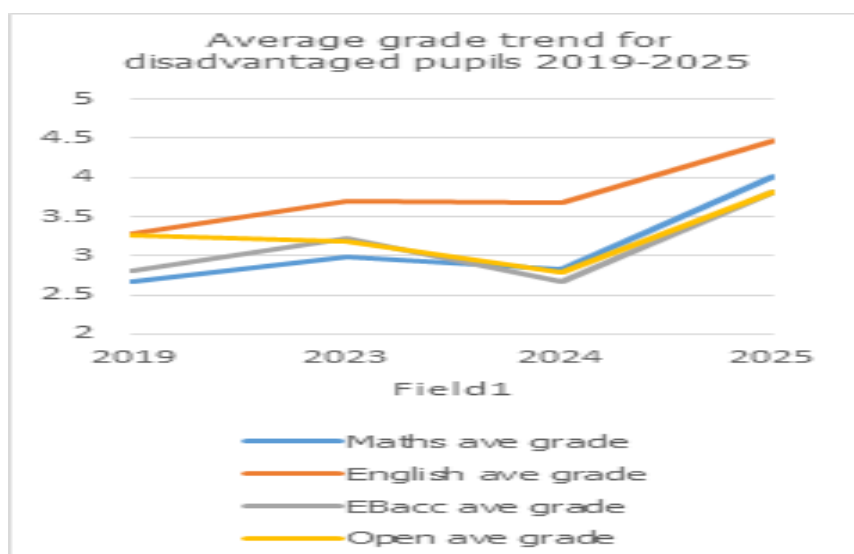
Disadvantaged pupils' English and Maths GCSE grade 5 or above Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE. **At the Deanery, the percentage of pupils achieving this is significantly above national average.**

| Year | This school | National average | Compared with national average |
|---------|-------------|------------------|--------------------------------|
| 2024/25 | 35.5% | 25.6% | Above |
| 2023/24 | 14.3% | 25.8% | Below |
| 2022/23 | 14.5% | 25.2% | Below |

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures. **The A8 score of disadvantaged pupils at the Deanery is significantly above national average.**

| Year | This school | National average | Compared with national average |
|---------|-------------|------------------|--------------------------------|
| 2024/25 | 41 | 34.9 | Above |
| 2023/24 | 30.6 | 34.6 | Close to average |
| 2022/23 | 32.4 | 35.0 | Close to average |



The attainment for disadvantaged pupils has improved significantly. In 2025, disadvantaged pupils performed best at the Deanery when compared to all other Wigan Secondary Schools and attainment is above the regional average. Our vision for an ambitious curriculum for all, where challenge is evident in

every lesson and for every scheme of learning is having a tangible impact on outcomes for disadvantaged pupils. The “teach to the top” approach, underpinned by inclusive classroom strategies to give all pupils the opportunities to achieve well is the foundation upon which we aim to further build on our success.

Deanery Suspensions 2021-2025

In 2023-24, the autumn and spring term confirmed the national suspension rate (which only increases, it cannot decrease) stood at 15.25. Therefore, the Deanery’s end of year rate of 10.2 was 5.05 better than the Easter national average. Likewise, when compared to averages of previous years, the Deanery end-of-year suspension rate of 13.9 for academic year 2024-25 compares favourably to national averages. Although there was an increase in rate of suspension of FSM pupils of 4.7 from 2023-24 to 2024-25, an end-of-year rate of 28.7 is significantly better than national averages in previous years. This is also the case for SEND (K) and SEND (E).

| Cohort | % of whole cohort (2024-25) | Suspension Rate | | | | State Funded Secondary National Average (SFSNA) 2022/23 |
|----------------------------------|-----------------------------|--------------------|--------------------|---------|-------------|---|
| | | 2021/22 SFSNA 14.0 | 2022/23 SFSNA 18.9 | 2023-24 | 2024-25 | |
| Whole Cohort | 100 | 15.3 | 8.4 | 10.2 | 13.9 | 18.9 |
| Gender | | | | | | |
| Male | 52 | 15.2 | 10.6 | 10.7 | 13.1 | 22.7 |
| Female | 48 | 15.4 | 6.3 | 9.6 | 14.9 | 15.0 |
| Free School Meals | | | | | | |
| FSM | 29 | 34.0 | 16.4 | 24.0 | 28.7 | 45.6 |
| Non-FSM | 71 | 9.3 | 5.7 | 5.0 | 7.8 | 11.1 |
| Special Educational Needs | | | | | | |
| No SEN | 83 | 8.1 | 6.2 | 7.5 | 9.8 | 13.9 |
| SEN support | 14 | 62.2 | 20.9 | 26.6 | 38.6 | 47.8 |
| SEN EHC plan | 3 | 59.3 | 25.9 | 21.4 | 25.7 | 47.2 |

Attendance

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---------------------|---------|---------|---------|---------|---------|
| Whole school | 87.1 | 88.9 | 91.1 | 92.1 | 91.18 |
| PP | 82.9 | 82.4 | 87.7 | 87.9 | 86.64 |
| GAP | -5.9 | -6.3 | -4.6 | -5.9 | -6.6 |
| Non PP | 88.8 | 88.7 | 92.3 | 93.8 | 93.32 |

Personal Development

An increasing number of disadvantaged pupils are engaging with personal development opportunities on a regular basis across school. This is evidenced through the table below, which shows the percentage of our Pupil Premium cohort achieving the Deanery Flourish Award has risen in every year group from 2023-24 to 2024-25. There is very little gap between the proportion of PP pupils achieving the Flourish Award and non-disadvantaged peers.

| Cohort | Academic Year 2023-24 | Academic Year 2024-25 |
|-----------------------------------|------------------------------|------------------------------|
| Leavers 2029 (current Year 8) | N/A | 50% |
| Leavers 2028 (current Year 9) | 58% | 61%↑ |
| Leavers 2027 (current Year 10) | 42% | 46%↑ |
| Leavers 2026 (current Year 11) | 30% | 39%↑ |