

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Helen's CE Primary School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	20.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 – 2024 2024 – 2025 2025 - 2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	C McDonald (Headteacher)
Pupil premium lead	H Threadgold
Governor / Trustee lead	G Holmes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,645
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,645

## Part A: Pupil premium strategy plan

### Statement of intent

All children regardless of their background or the challenges they may face, are expected to make good progress and achieve a high standard of attainment across all subject areas. The focus of the pupil premium strategy at St. Helen's C.E. Primary School will be to support disadvantaged children to achieve that ambition, this includes progress for those that already have been identified as high attainers in school. We will also reflect on the challenges faced by vulnerable children, those that may have a social worker or be identified as a young carer.

Quality first teaching is at the heart of our whole school approach, with a focus on areas we consider that disadvantaged children require most support. This is proven to have the greatest impact, closing the disadvantaged attainment gap, whilst benefitting the non-disadvantaged children in our school.

Fundamental to the intended outcomes below, it is the intention that disadvantaged children's progress will be improved and sustained alongside those of non-disadvantaged children in our school.

Our strategy is an important part of our wider school plans for education recovery, especially for all children whose education has been worst affected. This will be through targeted support via teacher-led tuition and intervention, identified and delivered by the experienced staff at St. Helen's C.E. Primary. Our class cohorts are a combination of single-aged and mixed-age classes and additional adults are deployed to meet the needs of our disadvantaged children and to support mixed-age learning.

Our methodology will be responsive to common challenges and individual needs, identified through robust diagnostic assessment, not assumptions about the impact of disadvantaged. The approaches allow children to excel, as the approaches we have adopted complement each other.

We also recognise that attitudes to learning and behaviour, impacts on the learning that takes place within a school. So, as a school, we have decided to develop robust systems for behaviour management, with clear systems and procedures. We will also continue to timetable our ELSA sessions, with a trained teaching assistant, for children who may find this particular objective challenging.

To ensure effectiveness we will:

- Undertake a whole school approach that ensures staff take responsibility for disadvantaged children's outcomes, in line with the high expectations for every child, with particular focus on reading, writing and numeracy.

- Ensure that reading is taught and developed, to support the catch-up in speaking and listening, reading and writing across the whole school, with a focus on those children that are disadvantaged.
- Ensure disadvantaged children are given the opportunity to take part in enrichment opportunities and be treated as equal, compared with all their peers. These opportunities will be in all curriculum areas, as well as after school clubs and the wider curriculum e.g., residential visits.
- Ensure children who need help with their social, emotional and mental health and well-being are given the support they need through targeted support.

## 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 pupil voice suggests that disadvantaged pupils generally have greater difficulties with their phonics than their peers. This negatively impacts their development as readers as evidenced in phonics data 22-23 whereby 100% non-pp achieved the phonics screening pass mark compared to 67% of children who are pp.
2	Internal assessments indicate that there is an academic gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths at KS1 and KS2. Current data identifies that in KS2 an increased number of non-disadvantaged pupils are achieving ARE+ in reading, writing, maths and EGPS than disadvantaged pupils. Furthermore impacting negatively upon reading, writing and mathematics combined for disadvantaged pupils. In KS1 phonics screen check, 100% of non disadvantaged pupils achieved ARE compared with 67% of disadvantaged pupils.
3	Our attendance data 22-23 indicated that attendance among disadvantaged pupils (92.12%) was lower than for non-disadvantaged pupils (96.17%).  25% of disadvantaged pupils were also persistently absent with an attendance of 90% or lower. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Our observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils, particularly amongst our disadvantaged pupils, which are having a detrimental effect on access to school and learning.  Many of our disadvantaged pupils have experienced a lack of first-hand experiences and a lack of enrichment opportunities. Our enrichment and extra-curricular programme was considerably diminished through the pandemic and therefore over the next three years all children, particularly our disadvantaged children will be given opportunities to experience a range of high-quality first-hand experiences in and out of the classroom.

5	<p>To enable our children to access online learning opportunities and resources, we require a significant update to our computing and wi-fi infrastructure to ensure that the curriculum can continue to be delivered digitally.</p> <p>Current provision does not meet the requirements of Windows 11 being introduced and current resources are not compatible.</p>
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## 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
To improve Phonics outcomes for all disadvantaged children.	The proportion of disadvantaged children achieving the expected standard in Phonics will be broadly in line with the national average – 80% in 2023.
The attainment gap begin to diminish between disadvantaged children and non-disadvantaged children.	Assessments will show that the gap between disadvantaged children and non-disadvantaged children is diminishing and is broadly in line with national average.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged children.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Achieving a whole school attendance of 97%.</li> <li>• The attendance gap between disadvantaged children and non-disadvantaged children to be reduced..</li> <li>• The number of persistently absent children will be reduced .</li> <li>• There will be evidence of support for families with attendance and/or punctuality issues with monitored impact.</li> </ul>
Pupil’s wellbeing is sustained and improved, particularly for disadvantaged pupils to ensure they can access all aspects of school life.	High levels of well-being will be sustained and demonstrated. All children, particularly disadvantaged children will be emotionally literate.
To ensure all disadvantaged children have access to an enriched curriculum.	<p>Disadvantaged children will have access to all curriculum opportunities.</p> <p>An increased proportion of disadvantaged children will attend extra-curricular opportunities and represent the school at events.</p>
To improve the wi-fi infrastructure to digitally enhance our curriculum.	The computing and wi-fi infrastructure will be updated. Computing equipment will be compatible with Windows 11. Digital

	technology is known to have a positive impact on attainment (EEF, 2019).
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## 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: £14,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue with DfE validated Systematic Synthetic Phonics programme to secure stronger phonics attainment for all pupils.</p> <p>Little Wandle training for all teaching staff to allow Little Wandle programme and interventions to be delivered from Y1 onwards.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Implement the delivery of Read to Write across the school to improve writing outcomes for all pupils.</p>	<p>Read to Write empowers teachers to provide high-quality teaching of writing through children's high-quality literature (Vehicle Texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities.</p> <p><a href="#">Improving Literacy in Secondary Schools: 7 recommendation in...   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
<p>Develop teaching and learning by</p>	<p>EEF have produced an Evidence Review detailing key professional development characteristics, such as</p>	1, 2

<p>providing high quality CPD through the use of Walk Thrus for class teachers and teaching assistants.</p>	<p>instructional coaching, can have a significant impact on pupil learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	
<p>To continue the partnership with St Helen’s Library Service to provide quality text to support and enhance wider reading in the curriculum.</p>	<p>EEF evidence suggests that reading is fundamental that “Language and Literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.”</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1,2</p>
<p>Continue to develop and enhance a ‘mastery’ approach to the delivery of maths across the school.</p> <p>Lead teacher to take part in Maths Mastery CPD through the NCETM Turing NW Maths Hub.</p> <p>Lead teacher to disseminate and facilitate training to all staff on this.</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><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612223/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p>	<p>2</p>
<p>Update our computing and wi-fi infrastructure to ensure that all devices are compatible with Windows 11 to ensure that technology can be used to inform and improve teaching and learning.</p>	<p>To improve learning, technology must be used in a way that is informed by effective pedagogy. The EEF have produced an Evidence Review that details the significant impact that technology can have on teaching and learning.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Digital_Technology_Guidance_Report.pdf">EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>5</p>
<p>CPD and release time for subject leaders to monitor and</p>	<p>Developing pupils’ metacognitive knowledge of how they learn— their knowledge of themselves as a</p>	<p>1, 2</p>

<p>evaluate their subject, developing strategies implemented in every classroom to support all pupils with knowing more and remembering more. Subject leaders to review core knowledge is in line with National Curriculum.</p> <p>SLT to support subject leaders through a coaching model</p>	<p>learner, of strategies, and of tasks—is an effective way of improving pupil outcomes</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning">https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning</a></p> <p>EEF Toolkit recommendations: • Teachers acquire the professional understanding and skills to develop pupil’s metacognitive knowledge. • Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.</p> <p>EEF: . What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.</p> <p>Ofsted Evidence Report: “good leadership of teaching and learning makes the biggest difference to school standards. The report found that talented leadership is particularly important in schools that serve the most disadvantaged communities” Ofsted Evidence Report: “high quality teaching is essential to promoting social mobility and closing the attainment gap” Reason for success highlighted as “investing in teachers’ professional development”</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions in English (Precision Teach), Maths (NCETM Fluency) and Phonics (Little Wandl Catch-up and Keep-up) to support identified barriers to learning,</p>	<p>EEF findings show that the average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year particularly where the intervention is led in a small group of between 2 and 5 pupils to one adult.</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2</p>

misconceptions, led by CTs and Tas in small groups.		
Additional 1:1 reading sessions targeted at disadvantaged pupils who require further reading to develop fluency and comprehension.	EEF have reviewed evidence that small group tuition has a significant impact on pupil progress (+4 months): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2
TA support for identified pupils and programmes across school.	Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class.  <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2

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

Budgeted cost: £6,800

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance support, to embed the principles of DfE's Improving Attendance.  Ensure that new Inclusion Lead is supported in her role by accessing CPD from the local authority welfare officer as well as the Trust	DFE: Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a new report published by the Department for Education  <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a>	3

<p>inclusion lead, which result in additional time out of class, so that the rigorous approach to monitoring and supporting attendance continues in line with the school's new attendance culture.</p>		
<p>To ensure that the trained ELSA (Emotional Literacy Support Assistant) has an increased amount of allocated time to support children's SEMH and receives regular supervision time.</p>	<p>Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>To support our disadvantaged pupils with access to wrap around and enrichment opportunities.</p> <p>Hardship fund available to support pupil premium children.</p>	<p>Findings from research suggest extra-curricular activities are important in developing skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school).</p> <p>Extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.</p> <p><a href="#">Social Mobility Commission   An Unequal Playing Field</a></p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3, 4, 5</p>

**Total budgeted cost: £27,645**

## 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 2021 to 2022 academic year.

<b>Teaching</b>	
<b>Activity</b>	<b>Outcomes 2022-2023</b>
To continue to embed oral language and vocabulary development throughout the curriculum.	Vocabulary is prioritised in all subjects and key vocabulary has been identified and it is clear that this is being taught. We are also developing oracy strategies building upon Voice 21 with structured conversations using WalkThrus to support teachers. Staff meetings have now taken place and WalkThrus are beginning to be embedded across the school.
Purchase of a DFE validated Systematic Phonics programme refresher training for staff to secure stronger phonics teaching for all pupils.	Phonics is well established and embedded throughout EYFS and KS1. Additionally, children who require rapid catch-up in KS2 also have access to phonics interventions. There is a focused drive for improvement by the phonics lead, staff have unique, individualised training plans and regular meetings for all staff involved in teaching phonics are prioritised which has resulted in a significant improvement in staffs knowledge of phonics. As a school, a collaborative partnership has been developed with another school in the LDST trust to offer further CPD. Regular monitoring of phonics is in place by the phonics lead to identify next steps for staff and to further improve the teaching of phonics across the school.
To fund SLA from St Helen's Library service to provide quality text to support and enhance wider reading in the curriculum.	High quality resources are chosen deliberately from the library which supports the curriculum. This is used in the classrooms to support learning and add depth and quality text to the curriculum. Subject leads have begun to develop their subject areas to ensure that reading is an integral part of their subject area. Books are displayed prominently in classrooms to promote eagerness and excitement to read.

To begin to establish and embed a good quality assessment tool that allows CTs to assess disadvantaged pupils and identify their presenting academic needs.

An assessment tool has been sourced and staff have received training to allow them to understand how to use this assessment tool. Staff have completed the initial assessments and are aware of the academic needs of the children in their class. This system will continue to be embedded across the school. The school inclusion lead will monitor this implementation to ensure that academic needs are being appropriately addressed.

### Targeted academic support

Activity	Outcomes 2022-2023
Fund small group interventions for disadvantaged pupils falling behind age-related expectations and ensuring that CTs and TAs address these gaps in learning by delivering interventions with a proven track record of success – Precision Teach, Little Wandle Keep-up and Catch-up, SALT Blacksheep interventions.	CTs and TAs have been using interventions in EYFS, KS1 and KS2 to good effect. The provision map evidences the progress made. Particularly progress has been made in reading and spelling which identifies that impact of Precision Teach and Little Wandle interventions that are on-going. Provision is mapped out across the curriculum and TAs are deployed to target specific children bases on termly assessments and QLA. TAs are also deployed to support and target SEND children and their bespoke needs.
Targeted phonics sessions for disadvantaged pupils who require further support .	<p>The evidence suggests that small group interventions and additional phonics intervention is having an impact.</p> <p>Phonics intervention has made a difference and the number of children who are meeting the expected attainment level in phonics is evident in the data – Phonics Check 23.</p>
Targeted interventions and booster groups for Y6 disadvantaged children to support them with their SATS, particularly reading.	<p>The evidence suggests that small group interventions and additional reading opportunities and interventions are having an impact.</p> <p>Reading interventions have made a difference and the number of disadvantaged children who are meeting the expected attainment level in reading in Y6 is evident in the data as attainment was raised from in reading for disadvantaged children from 60% to 71%.</p>

### Wider strategies

Activity	Outcomes 2022-2023
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<p>Inclusion lead to support families with attendance needs.</p>	<p>Inclusion lead is beginning to support children and families with acute attendance needs. This still needs further establishment but is beginning to have some measure of success and that our whole school attendance in-line or above national average. We have recently reviewed our strategies for attendance in order to better identify trends and target PA PPG children. This will continue to be constantly reviewed and addressed.</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing an inclusion lead to improve attendance.</p>	<p>The inclusion lead and SLT have a focus group to monitor and keep in close touch with parents via dojo, phone conversations and home visits. This has had some success with target families where there has been some increase in attendance where our whole school attendance has increased from 95.28 to 96.42%. Meetings have begun to take place to target particular disadvantaged children who are persistently absent.</p>
<p>Our ELSA supports children who have low self esteem or require support with their emotions. Children are identified by their CTs and support is provided through the ELSA intervention.</p>	<p>ELSA interventions have been implemented to develop individuals emotional literacy rather than focusing directly on the academic or cognitive elements of learning. This has resulted in a decrease of crisis incidents from specific children and children being able to articulate strategies that they can use to manage their emotions.</p>
<p>Whole staff training on enrichment opportunities ensuring there are a range of opportunities linked to the curriculum and Intent provided to all children. Evolve and LDST network meetings included.</p>	<p>Enrichment opportunities have strong evidence to indicate that this ensures disadvantaged children have experiences that help them to know more and remember more and fundamentally opens up opportunities that may not have been part of the family circumstances they live in therefore furthering aspirations and life chances.</p>
<p>Provision of a hardship fund for those families and children in receipt of Pupil premium.</p>	<p>This ensures that disadvantaged children have equal opportunities to enrichment activities that take place in school.</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet</p>

been identified. School funded a number of places for the Y6 residential for PPG children.
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**Total budgeted cost: £50,775.00**

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	