

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	121
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Karen Mowbray Interim Head Teacher
Pupil premium lead	Karen Mowbray Interim Head Teacher
Governor / Trustee lead	Mrs Gemma Holmes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,660
Recovery premium funding allocation this academic year	£4060
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	£50,720

# 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 CE 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 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 through teacher led tuition, identified, and delivered by the experienced staff at St Helen's CE primary.

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.

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 oracy through the Voice 21 project to enhance the curriculum for all children.
- Ensure that vocabulary is developed to support the catch up in writing across the school with a focus on those children that are disadvantaged enhanced by the Voice 21 project.
- Ensure disadvantaged children are challenged and supported in the work they are set by ensuring all children receive high quality teaching and learning through a single form curriculum delivery every day. This includes a focus on English and Mathematics.

## Challenges

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

Challenge number	Detail of challenge
1	During the last academic year our children across school benefitted from learning within 1 form entry classes. EEF research suggests that class sizes in our school of no more than 21 pupils with a class teacher and targeted additional adult support will impact the attainment gap for the majority of the disadvantaged children. This gap has diminished and not to continue this would present a significant barrier to continuing to maintain and reduce that attainment gap.
2	Many children and particularly our disadvantaged children are presenting with lower vocabulary choices and are part of the acknowledged <i>word gap</i> scenario identified nationally. Through engaging with the Voice 21 Project, our aim is to provide structured and planned opportunities for oracy within daily learning. Training of staff and appointing Oracy Champions to embed practice will address this challenge within our school.
3	Assessments have evidenced that there is a gap between disadvantaged and non-disadvantaged children in terms of early reading , vocabulary and writing skills in English. This is particularly evident in our Key stage 1 children who have been adversely effected in terms of attendance in school during the pandemic. This has resulted in significant gaps in learning that are in need of extra learning opportunities within early reading, phonics and writing. Our aim is to provide targeted Wave 2, and Wave 3 Fisher Family Trust Literacy intervention to address this.
4.	Many children particularly our disadvantaged children have reduced experiential opportunities compounded by the pandemic. Curriculum enrichment opportunities have also impacted this further.

## 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
1. Improved attainment for all children and particularly disadvantaged children	KS1 and KS2 English and Math outcomes show more than 80% of disadvantaged children met with the expected standard, and the attainment gap has reduced.
2. Improved oral, language skills, and vocabulary	This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

2a:Improved writing attainment for disadvantaged children at the end of KS2	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged children met the expected standard.
3. improved reading attainment among disadvantaged children	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged children met the expected standard in line with expectations.
4.improved access and opportunity for disavanged children to experience curriculum enrichment opportunities	Triangulated through children surveys, engagement in lessons, book scrutiny and ongoing formative assessment.

## 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: **£ 10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure assessments are interpreted and administered correctly including the new phonic programme	insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,2,3,4,
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3

Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,
Employment of additional teacher/s to become one form entry to secure stronger curriculum delivery for all children	Reducing class sizes and securing curriculum sequencing and progression has strong evidence base research behind this, to indicate a positive impact on the	1,4

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

Budgeted cost: £ 36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme- Voice 21, to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on children's' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Additional phonics sessions targeted at disadvantaged children who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Selecting inhouse teachers and staff to provide a blend of	Tuition targeted at specific needs and knowledge gaps can be an effective	1,4

<p>tuition, mentoring and school-led tutoring for children whose education has been most impacted by the pandemic. A significant proportion of the children who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>method to support low attaining children's or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£ 4720**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>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>All</p>

**Total budgeted cost: £ 50,720**

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 2020 to 2021 academic year.

Our in house assessments during 2020/21 suggest that the performance of the disadvantaged children was broadly in line with those of non-disadvantaged children. This is similar to the previous 3 years.

Due to the pandemic we do not have national statistics to compare however we can say that all subject areas were disrupted to varying degrees. It can be said that school closure was most detrimental to our disadvantaged children, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

We have implemented and monitored teaching within English and Math through the single form entry created and their impact has been assessed and reported to governors.

Although overall attendance in 2020/21 both whole school and for disadvantaged children was lower than in the preceding 3 years at 2.76%, it was higher than the national average. At times when all children were expected to attend school, absence among disadvantaged children was 0.5% higher than their peers and persistent absence slightly higher. The gaps bear out our current attendance strategy is working and that is why that is not part of this plan in detail.

Our assessments and observations indicated that children's behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged children. We used pupil premium funding to provide wellbeing support for all children, and targeted interventions such as Elsa where required.

## Externally provided programmes

Programme	Provider

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for children, particularly disadvantaged children.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our children's needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged children will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged children. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools within the LDST which have high-performing disadvantaged pupils to learn from their approach .

We looked at a number of reports, studies and research papers particularly EEF about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged children.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific children needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for children.

