

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	128
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 2024 – 2025 2025 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	C McDonald (Head Teacher)
Pupil premium lead	H Threadgold
Governor / Trustee lead	G Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38590
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38590

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 both academically and holistically, 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 also benefitting the non-disadvantaged children in our school.

Fundamental to the intended outcomes below, 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 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. Therefore, as a school, we have decided to develop robust systems for behaviour management, with clear systems and procedures. We also prioritise social, emotional and mental health needs through a trauma informed approach.

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 maths.
- 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	<p><u>To improve Phonics outcomes for all disadvantaged children through targeted phonics support to close the reading attainment gap</u></p> <p>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 66% of children who are pp. Similarly, this was reflected in 23-24 academic data whereby disadvantaged children were outperformed by non-disadvantaged in reading. For this upcoming academic year, we must continue to ensure that phonics remains a priority and that early intervention must continue to ensure that as many children make expected progress. Furthermore, in-line with our data for 24-25, whereby not all children re-sitting the phonics screening check passes, we must identify strategies that will support children who continue to fail the screening and support them in becoming fluent readers.</p>
2	<p>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 compared to disadvantaged pupils. This has a negative impact on the percentage of disadvantaged children who achieve reading, writing and maths combined. In KS1 phonics screening check, 100% of non-disadvantaged pupils achieved ARE compared with 67% of disadvantaged pupils. Internal assessments for the academic year of 24-25 has continued to identify significant academic gaps, particularly in KS1, between disadvantaged and non-disadvantaged children. At the end of KS1, 0% of disadvantaged children achieved ARE in reading, writing and maths in comparison to 74% of non-disadvantaged children achieving ARE in reading, writing and maths. Therefore, alongside quality first teaching in reading, writing and maths, interventions for all children in reading, writing and maths need to continue to ensure all pupils are achieving their potential.</p>
3	<p>Our attendance data 22-23 indicated that attendance among disadvantaged pupils (92.12%) was lower than the attendance of non-disadvantaged pupils (96.17%). In the academic year 23/24 although our whole school attendance improved to 96.38% and the attendance amongst our disadvantaged children increased to 93.52% it continues to be significantly lower than the overall attendance of non-disadvantaged children. Similarly, in the academic year of 24-25 the attendance of disadvantaged children (95.62%) continues to be less than the attendance of non-disadvantaged children (97.49%). In addition to this 33% (1 child) of our near persistent absentees were disadvantaged. Our assessments and observations continue to indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Our observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils, particularly amongst our disadvantaged pupils, are having a detrimental effect on access to school and learning.</p>

	Many of our disadvantaged pupils have experienced a lack of first-hand experiences and a lack of enrichment opportunities. This has been identified through parent feedback and pupil voice. 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	Although our technological provision and current resources now meets the requirements for Windows 11 we need to continue to develop our computing infrastructure to ensure that the curriculum can continue to be delivered digitally and allow our children to access and benefit from a variety of online learning opportunities – NumBots, TTRS, Scratch, etc. This will also allow consolidation of learning and retrieval practice to take place regularly and consistently.

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 – 81% in 2025.
The attainment gap will 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 – 47% in reading, writing and maths combined at the end of KS2 for disadvantaged children.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged children.	Sustained high attendance will be demonstrated by: <ul style="list-style-type: none"> • Achieving a whole school attendance of 97%. • The attendance gap between disadvantaged children and non-disadvantaged children to be reduced. • The number of persistently absent children will continue to be below the national average of 13%. • There will be evidence of support for families with attendance and/or punctuality issues with monitored impact.
Pupil's wellbeing is sustained and improved, particularly for disadvantaged pupils to	High levels of well-being will be sustained and demonstrated. All children, particularly disadvantaged children will be emotionally

<p>ensure they can access all aspects of school life.</p>	<p>literate and a trauma informed approach will be utilised by all staff. The SENCO will complete the TIS diploma and support children accordingly.</p>
<p>To ensure all disadvantaged children have access to an enriched curriculum.</p>	<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>
<p>To improve the wi-fi infrastructure to digitally enhance our curriculum.</p>	<p>The computing and wi-fi infrastructure will be updated. Computing equipment will be compatible with Windows 11. This will allow our children to access and benefit from a variety of online learning opportunities – NumBots, TTRS, Scratch, etc. This will also allow consolidation of learning and retrieval practice to take place regularly which will support the attainment of our disadvantaged children.</p>

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: £19,295.00

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 EYFS 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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Continue to embed the delivery of Ready Steady Write across the school to improve writing outcomes for all pupils.</p>	<p>Ready Steady 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>Improving Literacy in Secondary Schools: 7 recommendation in... EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p>Develop teaching and learning by providing high quality CPD through the use of Walk Thrus for class teachers and teaching assistants.</p>	<p>EEF have produced an Evidence Review detailing key professional development characteristics, such as instructional coaching, can have a significant impact on pupil learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1, 2

<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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</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>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>5</p>
<p>CPD and release time for subject leaders to monitor and evaluate their subject, developing strategies implemented in every classroom to support all</p>	<p>Developing pupils' metacognitive knowledge of how they learn— their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning</p> <p>EEF Toolkit recommendations: • Teachers acquire the professional understanding and skills to develop pupil's metacognitive knowledge. • Explicitly teach</p>	<p>1, 2</p>

<p>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>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: £9647.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions in English (Precision Teach, Nesy, Colourful; Semantics), Maths (NCETM Fluency and Mastery in Nmber) and Phonics (Little Wandle Catch-up and Keep-up) to support identified barriers to learning, misconceptions, led by CTs and Tas in small groups.</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>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>

<p>Additional 1:1 reading sessions targeted at disadvantaged pupils who require further reading to develop fluency and comprehension through the use of reading books, Testbase and reading for pleasure.</p>	<p>EEF have reviewed evidence that small group tuition has a significant impact on pupil progress (+4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2</p>
<p>TA support for identified pupils and programmes across school.</p>	<p>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.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>

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

Budgeted cost: £9647.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support, to embed the principles of DfE's Improving Attendance. Ensure that the Inclusion lead to work alongside the Attendance Hub to improve whole school attendance to continue to embed the school's new attendance culture and that rigorous approaches to monitoring and</p>	<p>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 https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	<p>3</p>

<p>supporting attendance continues.</p> <p>To improve disadvantaged pupils attendance in-line with increasing our whole school attendance.</p>		
<p>SENCO to complete TIS diploma</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning and Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>To ensure that the trained ELSA (Emotional Literacy Support Assistant) is doing regular sessions 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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4
<p>To ensure that disadvantaged pupils have access to wraparound and enrichment opportunities.</p> <p>Pupil to be supported with the costs of residential and day trips and afterschool clubs</p> <p>Hardship fund 1 x £100 x 24 = £2400</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>Social Mobility Commission An Unequal Playing Field</p>	4
<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</p>	1, 2, 3, 4, 5

	to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £38590

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Pupil Premium Challenge and Impact Summary 24/25

Challenge number	Detail of challenge	Impact
1	<p>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 66% of children who are pp. Similarly, this was reflected in 23-24 academic data whereby disadvantaged children were outperformed by non-disadvantaged in reading.</p>	<p>This academic year, all children in Y1 have continued to follow Little Wandle phonics programme and all staff (EYFS – Y6) have received Little Wandle CPD to develop phonics subject knowledge and confidence. All children who are not making expected progress partake in 'rapid catch-up' which uses the same content as the core programme but is delivered at a quicker pace and has great impact on individuals. This is reflected in this years outcomes as 87% of our Y1 cohort and 100% of disadvantaged pupils passed their phonics screening check. This meaning that our Y1 disadvantaged children outperformed our non-disadvantaged children. However, for the children in Y2 who were resitting their phonics screen check only 67% of children passed the screening with, one disadvantaged child not passing the check again. Although progress has been made, we must continue to ensure that phonics remains a priority and that early intervention must continue to ensure that as many children make expected progress. Furthermore, we must identify strategies that will support children who continue to fail the screening and support them in becoming fluent readers.</p>
2	<p>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 compared to disadvantaged pupils. This has a negative impact on the percentage of disadvantaged children who achieve reading, writing and maths combined. In KS1 phonics screening check, 100% of non-disadvantaged pupils achieved ARE compared with 67% of disadvantaged pupils.</p>	<p>Internal assessments have continued to identify significant academic gaps, particularly in KS1, between disadvantaged and non-disadvantaged children. At the end of KS1, 0% of disadvantaged children achieved ARE in reading, writing and maths in comparison to 74% of non-disadvantaged children achieving ARE in reading, writing and maths. In reading and writing 33% of disadvantaged children achieved ARE but again were outperformed by their non-disadvantaged peers. The attainment gap between disadvantaged children in maths is less, however, the percentage of non-disadvantaged children (83%) who achieved ARE is still higher than that of those who are disadvantaged (67%). Although, disadvantaged children have outperformed non-disadvantaged children in the phonics screening check this year.</p> <p>At the end of KS2, 100% of disadvantaged children (1 child) achieved reading, writing and maths compared to 84% of the non- disadvantaged pupils.</p> <p>Interventions for all children in reading, writing and maths need to continue to ensure all pupils are achieving their potential.</p>

3.	<p>Our attendance data 22-23 indicated that attendance among disadvantaged pupils (92.12%) was lower than the attendance of non-disadvantaged pupils (96.17%). In the academic year 23/24 although our whole school attendance improved to 96.38% and the attendance amongst our disadvantaged children increased to 93.52% it continues to be significantly lower than the overall attendance of non-disadvantaged children. In addition to this all of our persistent absentees were disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	<p>Our whole school attendance (Y1 – Y6) has improved this year to 97.09% and the attendance of amongst our disadvantaged children has also increased to 95.62%. Additionally, the attendance of our disadvantaged children (95.62%) continues to be lower than their non-disadvantaged peers (97.49%). However, this academic year, after addressing the needs of previous persistent absentees (PAs), we have finished the year with 0 PAs and near PAs. Furthermore, our lowest attending disadvantaged pupil (92.68%) is higher than a child who is not disadvantaged (92.22%). Over the next academic year, we must continue to improve attendance of all pupils to ensure that all children reach their academic potential.</p>
4.	<p>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.</p> <p>Many of our disadvantaged pupils have experienced a lack of first-hand experiences and a lack of enrichment opportunities. This has been identified through parent feedback through parent feedback and pupil voice. 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.</p>	<p>The trained ELSA specialist within school is timetabled to deliver sessions according to the arising needs of specific children. The ELSA specialist also receives half-termly supervision from their provider.</p> <p>All disadvantaged children have had access to a hardship fun to ensure that they have equal access to trips and enrichment clubs. This academic year, we have also hosted a number of experience days, Greek day and Roman day, to continue to broaden the experiences of our children.</p> <p>Funding has been used to support disadvantaged pupils with equipment needed for residentials, school shoes and food for the family home. Other school resources have also been purchased to ensure that these children have equal opportunities.</p>
5.	<p>Although our technological provision and current resources now meets the requirements for Windows 11 we need to continue to develop our computing infrastructure to ensure that the curriculum can continue to be delivered digitally and allow our children to access and benefit from a variety of online learning opportunities – NumBots, TTRS, Scratch, etc. This will also allow consolidation of learning and retrieval practice to take place regularly and consistently.</p>	<p>Children have accessed digital technology regularly throughout the curriculum. Children, particularly in Y4, have used digital software such as TTRS to enhance their recall of timestables. This has resulted in 75% of disadvantaged children achieving above average in the multiplication check. Additionally, for disadvantaged children who find reading and spelling difficult Nessy has been purchased and this intervention is now being carried out at least three times a week.</p>

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.