

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	100
Proportion (%) of pupil premium eligible pupils	21%
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 2024
Date on which it will be reviewed	July 2025
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	£31080
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	£31080

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 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.
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 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.
3	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.

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>
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>

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 2024.
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 in diminishing and is broadly in line with national average – 45% 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.	<p>Sustained high attendance will be demonstrated by:</p> <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 be reduced . • 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 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.	Disadvantaged children will have access to all curriculum opportunities. An increased proportion of disadvantaged children will attend extra-curricular opportunities and represent the school at events.
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. 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.

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: £15540

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>	<p>1, 2</p>
<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>	<p>1, 2</p>
<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>	<p>1, 2</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>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: £7770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions in English (Precision Teach), Maths (NCETM Fluency) 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</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>

require further reading to develop fluency and comprehension through the use of reading books, Testbase and reading for pleasure.		
TA support for identified pupils and programmes across school.	<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>	1, 2

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

Budgeted cost: £7770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support, to embed the principles of DfE's Improving Attendance.</p> <p>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 supporting attendance continues.</p> <p>To improve disadvantaged pupils</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</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	3

attendance in-line with increasing our whole school attendance.		
To ensure that the trained ELSA (Emotional Literacy Support Assistant) is doing regular sessions to support children's SEMH and receives regular supervision time.	Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
To ensure that disadvantaged pupils have access to wraparound and enrichment opportunities. Pupil to be supported with the costs of residential and day trips and afterschool clubs Hardship fund 1 x £100 x 18 = £1800	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). 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. Social Mobility Commission An Unequal Playing Field	4
Contingency fund for acute issues.	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.	1, 2, 3, 4, 5

Total budgeted cost: £31080

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 2023 to 2024 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?

Teaching (for example, CPD, recruitment and retention)		
Activity	Impact	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>Little Wandle has been embedded across the school and phonics training has continued for all teaching staff which has allowed for interventions to be led to all children requiring additional support. This is beginning to secure stronger phonics attainment, and this will be a continued focus in the next academic year.</p> <p>This academic year 87.5% of Y1 children passed the phonics screening check which is expected to be above the national average compared to last years average of 79%. Furthermore, 100% of children in Y2 have now passed the phonics screening check and Little Wandle positively impacts children who have to revisit phonics in Y2.</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 has been implemented across the school and is beginning to improve writing outcomes for all pupils including disadvantaged pupils. All children have access to high-quality literature through the Vehicle Texts.</p>	1, 2

	In KS2 there has been a significant increase in writing attainment with 87.5% of children achieving the expected standard or above compared to last years figure of 78%. 64% of children within KS1 achieved age related In writing but there will be further targeted support for these children next academic year to achieve greater depth within the expect standard.	
Develop teaching and learning by providing high quality CPD through the use of Walk Thrus for class teachers and teaching assistants.	Pupil learning has improved significantly through the use of WalkThrus. Learning time is maximised through 'Do It Nows' and the instructional coaching is supportive for all staff.	1, 2
To continue the partnership with St Helen's Library Service to provide quality text to support and enhance wider reading in the curriculum.	Quality texts are provided by the Library Service and this allows our children to have access to high quality texts that enrich our curriculum.	1,2
Continue to develop and enhance a 'mastery' approach to the delivery of maths across the school. Lead teacher to take part in Maths Mastery CPD through the NCETM Turing NW Maths Hub. Lead teacher to disseminate and facilitate training to all staff on this.	Maths mastery has been prioritised throughout the school and there has been improvements in maths attainment across the school. Within KS2, 87.5% of children achieved age related expectations in maths with 44% achieving the higher standard of great depth. Within KS1, 100% of pupils achieved the national standard in mathematics. Teachers have had access to high quality CPD through the Turing NW Maths Hub. This academic year we will continue to be supported by the NCETM Turing NW Maths Hub.	2
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.	The wi-fi infrastructure has been improved and digital learning is beginning to be improved. Some devices have been updates so that they compatible with Windows 11 but further development is still needed to ensure digital learning continues to be improved.	5
CPD and release time for subject leaders to monitor and evaluate their subject, developing strategies implemented in every classroom to support all pupils with knowing more and remembering more.	Core retrieval tasks have been developed to support children in knowing more and remembering more across all foundation subjects these now need to be embedding within subjects across the curriculum. Core knowledge for all subjects has been identified by curriculum leads and this has	1, 2

<p>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>been developed in knowledge organisers for each subjects.</p> <p>SLT will continue to be focusing on developing subject leaders through a coaching model this academic year as staff have taken on new subject leader roles.</p>	
<p>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</p>		
<p>Activity</p>	<p>Impact</p>	<p>Challenge number(s) addressed</p>
<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, misconceptions, led by CTs and Tas in small groups.</p>	<p>Targeted interventions in reading, writing and maths are timetabled termly following on from whole school assessment periods. These interventions support identified barriers to learning and diminishes misconceptions. All staff are trained in delivering high quality interventions and they are either individual interventions or in small groups.</p>	<p>1, 2</p>
<p>Additional 1:1 reading sessions targeted at disadvantaged pupils who require further reading to develop fluency and comprehension.</p>	<p>Priority readers are identified and they are timetabled to read to an adult within school at least three times a week. All children have access to good quality texts and this has resulted in reading attainment across the school improving.</p> <p>100% of Y3 and Y5 disadvantaged children achieved ARE in reading; and 86% of Y4 disadvantaged children achieved ARE in reading. This resulting in disadvantaged children having higher attainment compared to non-disadvantaged children in reading.</p>	<p>1, 2</p>
<p>TA support for identified pupils and programmes across school.</p>	<p>TA's are deployed by SLT to support identified pupils or to deliver specific interventions.</p>	<p>1, 2</p>
<p>Wider strategies (for example, related to attendance, behaviour, wellbeing)</p>		

Activity	Impact	Challenge number(s) addressed
<p>Attendance support, to embed the principles of DfE's Improving Attendance.</p> <p>Ensure that new Inclusion Lead is supported in her role so that the rigorous approach to monitoring and supporting attendance continues in line with the school's new attendance culture.</p>	<p>Attendance has been prioritised this academic year. There has been an increase in overall attendance and a decrease in persistent absentees this academic year. All children can articulate the school's attendance goals and they are motivated to improve their attendance. New attendance rewards have been introduced and these will be developed further in-line with the new DFE attendance legislation for the academic year 24-25.</p>	3
<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>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>	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 19 = £1900</p>	<p>All disadvantaged children have had access to a hardship fund to ensure that they have equal access to trips and enrichment clubs.</p>	4
<p>Contingency fund for acute issues.</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>	1, 2, 3, 4, 5

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.