

Pupil premium strategy statement

DRAFT

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 C.E. Primary School
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	18% (22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kathryn Erskine Head of School
Pupil premium lead	Kathryn Erskine Head of School
Governor / Trustee lead	Mrs Gemma Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 21 x 1385 1 x 2410	£31,495
Recovery premium funding allocation this academic year	£4,665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36,160

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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. Where possible, we aim to keep our year groups separate and only have mixed age classes when necessary. We have also targeted adult support for those classes with mixed-age groups.

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 and writing.

- Ensure that reading is taught and developed, to support the catch-up in oracy and in 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 mental health and well-being are given the support they need.

Challenges

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

Challenge number	Detail of challenge
1 Cohorts	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 to not continue this, in some form, would present a significant barrier to continuing to maintain and reduce that attainment gap. Although there have been severe financial constraints in our school budget, we have managed to maintain single year group teaching in reception and year 6. In Years 1,2,3,4 and 5 single year group teaching takes place in the afternoons. Where this is not possible, support staff have been allocated to support those classes and the pupil premium children within.
2 ELSA	Many children and particularly our disadvantaged children are emotionally vulnerable and lack the skills to deal with friendships, relationships, anxiety and frustration, self-esteem and schoolwork challenges. The children lack resilience and perseverance, resulting in a poor standard of work being produced or emotional outbursts that impact on the child's attainment. Continuous training of our ELSA teacher and ring-fenced timetabled sessions, will embed delivery and support and will address this challenge within our school.
3 English	Assessments have continued to evidence a gap between disadvantaged and non-disadvantaged children in terms of 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 interventions to address this. We also aim to deliver high quality phonics lessons for all children in our school community and to purchase/develop an intervention programme to support older children with their reading. Adapting the LDST toolkit will also help address this challenge.

4. Enrichment	Many children, particularly some of our disadvantaged children, have reduced experiential opportunities, compounded by the financial instability in our economy. As a school, we wish to ensure that all children are given chances to experience a wide range extra-curricular opportunities that financially, their families would not be able to provide for them.
5. Behaviour	Many children have struggled with their behaviour in school and there needs to be a consistent plan for the teaching and learning of behaviour

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 - reading.	KS1 phonics and KS2 English reading outcomes show more than 90% of disadvantaged children met with the expected standard, and the attainment gap has reduced.
2. Improved emotional well-being for disadvantaged children.	Evidenced through pupil voice, observations, assessments. Self-evaluations etc.
3a Improved oral, language skills, and vocabulary.	This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
3b Improved writing attainment for disadvantaged children at the end of KS2.	KS2 writing outcomes in 2022/23 show that more than 90% of disadvantaged children met the expected standard.
4. Improved access and opportunity for disadvantaged children to experience curriculum enrichment opportunities.	Evidenced through children surveys, pupil engagement, book scrutiny, lesson observations and on-going formative assessment.
5. Consistent behaviour management systems in place and a new behaviour policy being followed.	Evident via learning walks, pupil voice, staff voice, evaluation of systems, procedures and the policy.

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: £ 18,801

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure systems for teaching and learning are embedded so all learning opportunities are exploited.</p> <p>Following LDST teaching and learning toolkit, which allows key systems and processes to be adapted</p>	<p>Specific training, to support teachers with the new approaches to teaching and learning.</p> <p>Teaching Walkthrus Tom Sherrington</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p>	1,3
<p>Training for our ELSA member of staff to ensure all training is up-to-date.</p> <p>Purchase resources and fund release time.</p>	<p>Social and Emotional Learning in Primary EEF</p> <p>Social and Emotional Learning Teaching and Learning Toolkit EEF</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	1,3,5
<p>Continuous training, at least weekly for all staff, using the school's purchased accredited phonics scheme (Little Wandle) to secure stronger phonics teaching for all pupils.</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>	1,3,5

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

Budgeted cost: £ 9,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To plan and deliver phonics sessions targeted at disadvantaged children who require further phonics support.</p> <p>To use an accredited phonics scheme that will support staffing with the delivery of targeted interventions.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 5</p>
<p>Selecting in-house teachers and staff to provide a blend of 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>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children's or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2, 5</p>

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

Budgeted cost: **£ 9,040**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional support for those children who are struggling with their emotions, with developing and maintaining friendships and with attendance.</p>	<p>Children to be identified for ELSA support</p> <p>8 children x 6 week session (one per week)</p> <p>Creation of an upper KS2 breakfast club 1x per week from 8.00am – 8.40am</p>	<p>2, 5</p>

<p>Provision of a hardship fund for those families and children in receipt of Pupil premium 22 x £100 = £2,200</p>	<p>A small amount of money has been allocated as a hardship fund for those children who may need help with accessing enrichment opportunities.</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. It will also further aspirations and life-chances.</p>	<p>2, 4, 5</p>
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Total budgeted cost: £ 36,160

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.

<p>Pupil Premium funding last year was used to support children who had missed out on formal education, because of the Covid 19 pandemic. As a school, we decided to keep the class sizes small by using the funding to provide single year group classes of approximately 20 children. This allowed the teachers to really focus on key groups of children, especially the disadvantaged, and it allowed teaching staff to develop interventions within their classroom, to support these children. Teaching could also be targeted at key groups of children, especially the disadvantaged, and English and Maths were delivered in a more diagnostic way. We have, therefore, implemented and monitored teaching within English and Maths through the single form entry created and the impact has been assessed and reported to governors</p> <p>Our in house assessments during 2021/22 still 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. The disadvantaged children performed well in reading and maths, compared to their peers.</p> <p>Some of the children struggled socially and emotionally, once everyone was back in school. School therefore used our ELSA staff member to work with these children to build their emotional resilience and to develop friendships. This is an area we are going to continue with this next year.</p>

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:

- Keeping single year groups, where we can, by utilising the role of an HLTA. This will be particularly effective in Key Stage 2, where the curriculum for a year 4 and year 5 class is extremely difficult to organise. Reception and year 6 are being taught in single year group cohorts.
- offering a wide range of high-quality extracurricular and enrichment activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, perseverance and socialising. Disadvantaged children will be encouraged and supported to participate.
- Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. A new policy will be developed from this.
- Whole school staff training on embedding the LDST teaching and learning toolkit

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 one-year approach and we will evaluate the impact at the end of the academic year.

