

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Primary School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	23.9.21
Date on which it will be reviewed	Sept 2023
Statement authorised by	Julia Walker
Pupil premium lead	Kristie Wildin
Governor / Trustee lead	Marie Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,980
Recovery premium funding allocation this academic year	£3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3900
Total budget for this academic year	£36,650

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

As with every child in our school, our ultimate goal for our disadvantaged children is that they meet their full potential, irrespective of their needs. We aim to close the attainment gap between disadvantaged children and others through a range of strategies, focussing on a small number of priorities that are well-evidenced for success. We aim to encourage our disadvantaged children in their aspirations for their future by understanding their unique qualities and ensuring they have access to a wide range of enrichment opportunities that support their hopes and dreams. Every member of staff and governors are committed to their role in ensuring the achievement and progress of our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Some lack of home support for basic skills
2	SEMH issues, anxiety
3	Low attainment for some children and some children working out of year group
4	Lack of resilience when learning is challenging.
5	9 children are in the lowest 20% of readers

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
For disadvantaged KS1 children to reach ARE in reading, in line with SDP objective 2.	Data will show that disadvantaged children have made good progress against their starting points. Phonics Tracker shows children have closed gaps in attainment from EYFS. Children will be accessing age related sticker books.

	Benchmarking data and DNA ticks show progress in accuracy, fluency, comprehension and inference. Entry and exit data shows good progress made towards achieving smart targets, linked to work in the classroom. Disadvantaged children will read with an adult, either in school or at home, at least three times a week.
For disadvantaged KS2 children to reach ARE in reading, in line with SDP objective 2.	Data will show that disadvantaged children have made good progress against their starting points. Children will be accessing age related sticker books. Book scrutiny demonstrates that children are being supported and challenged effectively, based on their starting points. Entry and exit data shows good progress made towards achieving smart targets, linked to work in the classroom. Benchmarking data, tests papers and DNA ticks show progress in accuracy, fluency, comprehension and inference.
To offer targeted academic support in class to support QFT. For teaching assistants to be effectively deployed to assist teachers in responding to pupil's 'real time' needs.	Data will show that disadvantaged children have made good progress against their starting points. Book scrutiny demonstrates that children are being supported and challenged effectively, based on their starting points. Entry and exit data shows good progress made towards achieving smart targets, linked to intervention. Data shows that the gap in learning in core subjects is closing TA support is observed to be focussed and immediate in real time.
To support quality first teaching through an effective whole-school professional development project.	Staff will have a good understanding of a range of metacognitive strategies to support all learners. Staff will differentiate interactions with all children to support and challenge from their starting points. Children will be more resilient to challenge and be able to see tasks through to the best of their ability. Children are able to identify their own strategies for thinking.

To develop the role of Pupil Premium Champion in the school.	All staff will have a clear understanding of the role of the PPG champion. The PPG champion will know the PPG children well, understand their barriers to learning and make recommendations to support them. Parents of PPG children will know who the PPG champion is and feel involved in the support we give them. The PPG champion will challenge staff about the progress of PPG children.
To ensure all PPG children have access to a wide range of enrichment activities.	No PPG child will be excluded from a whole-class trip or enrichment day because of a financial need. Participation in clubs among PPG children is known to be good. Some enrichment activities in school are tailored to meet the hopes and dreams of our PPG children.
To support PPG children who have SEMH barriers to learning.	PPG children will be supported to express their emotions verbally, which supports their mental wellbeing.

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: £9550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing collective teacher efficacy by becoming a Thinking School. Working closely with Thinking Matters there will be CPD throughout the school year to support teachers understanding of metacognition and the science of learning and to develop their skills in cognitive coaching. £2000	The Education Endowment Fund has evidenced that teaching children metacognitive skills offers high impact for a relatively low cost. The EEF Teaching and Learning Toolkit states that: <i>'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.'</i>	2,3 and 4
To employ a PPG champion to support staff and hold them to account for the attainment and progress of PPG children in their class and to monitor the impact of interventions. To engage parents of PPG children to encourage them to support their children with their learning. £7550	The EEF Teaching and Learning Toolkit states that: <i>'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning.'</i> This is a new appointment and the role with parents is yet to be defined.	3,1

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

Budgeted cost: £18157

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a teacher for 3 hours per week to support the learning of PPG children in KS1 with reading. £6534	The EEF Teaching and Learning Toolkit states that: ‘Evidence indicates that one to one tuition can be effective, delivering approximately five additional <i>months</i> ’ progress on average. Exit data shows that children make good progress as a result of this work.	3
Employ a teacher for 3 hours per week to support the learning of PPG children in KS2 with reading. £4657	The EEF Teaching and Learning Toolkit states that: ‘Evidence indicates that one to one tuition can be effective, delivering approximately five additional <i>months’ progress on average.</i> Exit data shows that children make good progress as a result of this work.	3
Support 10 hours of TA time to support PPG children in class as part of effective QFT. £6966	The EEF Teaching and Learning Toolkit states that: ‘Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.’	3

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

Budgeted cost: £3315

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund PPG children's participation in a wide range of enrichment activities. £1,740	The EEF Teaching and Learning Toolkit states that: 'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'	2,3 and 4
To employ an play therapist to work with identified children with SEMH issues. 1 child = 1575	The EEF Teaching and Learning Toolkit states that: 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'	2

Total budgeted cost: £32,597

Leaving £xxxxxx

School Led Tuition and work with Tuition partners

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.

Intended Outcomes 2021-22 PPG Strategy

Action 1

Funding for a teacher to raise attainment in maths

Analysis of maths tuition for KS2 autumn term and from 8/3 to summer half term in May. There are 8 children in this group:

71% of pupils maintained their baseline level and met their predicted target. 40% of these pupils were in school full-time during Spring lockdown, 40% of pupils were in school part time during Spring lockdown 20% of pupils were at home full time during Spring lockdown

29% of pupils exceeded their target and made accelerated progress. 100% of these children were in school full time during Spring lockdown.

Action 2

TA support for targeted reading interventions (10 hours per week).

100% of children in year 2 passed phonics screening 82% are on track to pass phonics screening in current year 2.

Action 3

Funding for a teacher to raise attainment in KS1

Every child has made progress from their starting points. See targeted intervention programmes entry and exit data.

Action 4

To provide art therapy to children where SEMH has been identified as their main barrier to learning.

Ask children met their intended targets completed their work with the therapist. Both children able to come into school and to be happy in school without additional support.

One child had continued support throughout both lockdowns online. Family fed back that support was beneficial and helped to support their child's wellbeing.

Action 5

To fund educational and residential visits

Action 6

To employ a Pupil Premium Champion for ½ day a week.

Role began in April 2021, met with PPG children 1-1 to understand their hopes and dreams. And has begun to work closely with our to ensure good progress for pupils. One- Page Profiles have been completed, role has been defined and shared with staff. PPG champion data analysis to identify starting points with the children.

Action 7

Small group/1:1 teaching as part of the National Tutoring Programme

Tuition was targeted initially to children in year 6, year 1 and EYFS. All children in year 6 and year 1 met their targets set by their teachers. Early years work is ongoing now that they are in year 1. NTP programme will continue into 2020-2021 academic year.

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?	
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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.