

Pupil premium strategy statement – St Helen’s Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

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

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	13% 25 (including 3 x services children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	31.12.25
Date on which it will be reviewed	21.5.26
Statement authorised by	Full Governing Body
Pupil premium lead	Andrew Robertson
Governor / Trustee lead	Rachel Minett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,360.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£37,890.70

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 acknowledge that 'disadvantaged' may include children who are vulnerable or young carers.

We aim to close the attainment gap between disadvantaged children and others through high quality first teaching and a range of strategies, focussing on a small number of priorities that are well-evidenced for success and are based on accurate and timely assessment.

Our strategy also includes targeted support through individual and small group tutoring, largely taught by qualified teachers and closely linked to classroom objectives. These sessions aim to work on specific identified areas of need based on our assessments.

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 career links 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 and vulnerable children and this is a focus in all pupil progress meetings and teacher performance management.

Challenges

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

Challenge number	Detail of challenge
1	Some children do not make expected progress in reading and need additional support, particularly with inference skills
2	Poor transcription skills can prevent pupils from working at age related expectations in English
3	Effective management of safeguarding records, following staffing changes
4	SEMH and low-aspiration among some identified groups
5	Support for writing skills, with a focus on grammar, punctuation and spelling

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 ensure the progress of all children, including those in receipt of PPG and PPG+ by embedding good practice in reading which reflects the Reading Framework document	Children falling behind with reading identified in a timely manner. Intervention is timely and effective in closing attainment gaps, especially linked to inference skills Focus on vocabulary in all classes and throughout the curriculum Fluency and prosody are a focus of reading sessions, based on a clear rationale for the teaching of reading across the school Assessment shows a higher percentage of children reading at the expected standard A higher percentage of children recorded as meeting targets for reading at home
To support all children, including those in receipt of PPG and PPG+, in the development of transcription skills by introducing a cohesive, well-evidenced handwriting programme across the school, including CPD for staff	Introduction of a new handwriting scheme to promote fluency, automaticity and accuracy in handwriting. Handwriting is not a barrier to children's access to writing activities Well-planned intervention supports children with transcription difficulties Lesson observations demonstrate staff understanding of the scheme and its effective implementation
To ensure the effective management of safeguarding records, following staffing changes	My Concern is introduced to and used by all teaching staff Safeguarding case load is shared effectively between DSLs and DDSL All DSLs and DDSL have a working understanding of the current challenges in safeguarding and the background to cases, so that they can respond if needed. Safeguarding is monitored efficiently by the governance team.
To support children with SEMH needs, often linked to disadvantage and adverse childhood experiences	All children understand and can articulate core life employability skills and how to practise them Targeted children are supported with attendance and regulation through a sensory circuits program Nurture sessions in school support emotional regulation and a sense of belonging

To support targeted children, including those in receipt of PPG and PPG+, with intervention linked to writing skills, with a particular focus on grammar, punctuation and spelling	Targeted children fill gaps in understanding linked to the specific areas covered Children make expected, and sometimes accelerated progress, in writing Well-planned intervention supports children's confidence and accuracy in writing
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2807

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff will receive training in support of our new handwriting scheme	EEF 'If children have to concentrate to ensure their handwriting is accurate, they will be less able to think about the content of their writing'. 'The Writing Framework says ' Gaining automaticity with both requires explicit teaching, extensive practice and effective feedback'.	2,5
All teaching staff will receive training on changes to the teaching of reading in school, to ensure a focus on fluency and prosody.	The Reading Framework says 'the more teachers read aloud the more pupils experience the impact of fluent reading'. It suggests staff might use a range of strategies to share how they read fluently, including echo reading, choral reading and explaining their own decisions about how they read aloud for meaning.	1

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

Budgeted cost: £25,744

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.	The EEF Teaching and Learning Toolkit states that: <i>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i> Exit data shows that children make good progress as a result of this work.	1,2,5
Employ a teacher for 3 hours per week to support the learning of PPG children in KS2 with reading.	The EEF Teaching and Learning Toolkit states that: <i>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.'</i> Exit data shows that children make good progress as a result of this work.	1,2,5
Support 14 hours of TA time to support PPG children in class as part of effective QFT.	The EEF Teaching and Learning Toolkit states that: <i>'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.'</i> The EEF Teaching and Learning Toolkit also states that: <i>'Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'</i>	1,5

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

Budgeted cost: £9258.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in Skills Builder Framework to support life and employability skills	The Fair Education Alliance has said 'the closing of essential skills gaps [is] a core focus'.	4
Sensory Circuits To run daily sensory circuits to support children with SEMH, physical and coordination difficulties.	Cambs Community Services (Occupational Therapy) states, ' <i>The Sensory Motor Circuits are based on the theories of sensory processing and sensory integration.</i> '	4
Employing a member of staff to lead nurture groups for children with SEMH, including Forest School provision on site	The NIHR School for Public Health Research suggests that Forest School has a robust evidence base indicating significant improvements in children's SEMH and wellbeing. UK Parliament research shows that nurture groups provide a robust, attachment-based intervention with strong evidence for improving children's social, emotional, and behavioural wellbeing. Research indicates significant improvements in self-esteem, classroom behaviour, and emotional regulation, often resulting in higher academic attainment and a 29% reduction in emotional/behavioural difficulties.	4
Purchase of My Concern to support in the safe and effective management of safeguarding concerns, following staffing changes	NSPCC learning suggests that digital systems provide crucial real-time evidence gathering that traditional methods lack, helping to identify risks. My Concern aligns with statutory guidance in KCSIE and, according to TES, it 'offers a centralized, tamper-proof system that enables early intervention, trend analysis, and secure information sharing, often replacing inefficient paper records.'	3
The provision of an additional adult on the playground for part of the school year to support	Play Scotland suggests that additional adults 'can significantly enhance children's play experiences, reduce conflict, and increase social inclusion.	4

children with SEMH needs.	Research shows that active supervision leads to better social, emotional, and cognitive outcomes for children’.	
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Total budgeted cost: £37,809.70

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Times tables outcomes in the Multiplication Test across the year group exceeded our target, with 32% of children in Year 4 achieving 23+ in the test. 52% achieved 20+. 20% of PPG children achieved 23+ and a further 20% achieved 20+. CPD offered by the maths lead ensured all staff understood how the Number Sense scheme works and lesson observations monitored the effective implementation of the scheme, including the crucial use of correct vocabulary during teaching.

In reading 60% of PPG in Year 6 statutory reading tests reached the expected standard, compared to 61.8% nationally and 65% across the whole year group. 55.5% of all PPG children across the school achieved the expected standard in reading and 1 child achieved greater depth standard.

The oracy project completed with Voice 21 was very successful, with staff noting children's developing confidence and openness to challenge. Children received specific feedback on their oracy skills, linked to our agreed discussion guidelines, as lesson drop-ins have shown. Oracy is used to advance learning across a range of subjects and is beginning to be embedded across the whole curriculum. Children have been observed to use their oracy skills to resolve disputes and disagreements.

Staff create frequent, meaningful opportunities for oracy within all classes, scaffolding and structuring discussion with our agreed guidelines and effective sentence starters. 'Talk Tactics' have been introduced which allow teachers to present oracy activities in a variety of ways.

Following high-quality CPD from Voice 21, the Oracy Champion has been able to cascade understanding to all teaching staff, so that they are all fully on board with our approach. Support staff have also received training and understand how to implement the approach, ensuring consistency across all adults and year groups. Parents and carers have shared the impact they have seen at home of the oracy work carried out at school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.