



Pupil Premium Strategy Statement 2020/21

St Helens Primary School

School Vision

To secure a learning environment for the young people of our community recognised for delivering a high-quality all-round education that challenges and inspires in a safe and caring environment.

We aim to develop the whole child through our core values of creativity, determination, excellence, respect, responsibility and tolerance. It is about preparing each and every child for a lifetime of learning in a safe and nurturing family atmosphere, with equal opportunities for all and a commitment to high standards.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Pupil Premium (**SPP**)

COVID-19:

For 2020/21 there will be additional funding for Catch-Up Premium and funding for tutorial programmes. The Catch-Up premium is £80 per pupil; this will be allocated in three tranches to schools from Autumn 2. It is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catch-up support needed to make substantial progress by the end of the academic year. There is an expectation that all pupils receive a high-quality education, the curriculum remains broad and ambitious.

Modification of the curriculum will be needed in the Autumn term. Curriculum planning should be informed by an assessment of pupils' starting points and addressing their learning gaps, making the use of regular formative assessment. There needs to be a coherent plan for returning to their normal curriculum by the end of the summer term. (**CUP**)

Schools could use Catch-Up Premium to access subsidised tuition from the National Tutoring Programme (**NTP**).

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Pupil Premium Strategy Group	
Team member	Role
Head teacher	Strategic overview of curriculum and catch up
English and Maths Leaders	Clarity and consistency of pedagogical approaches/moderation
SENDco	Overview of class-based interventions and specific programmes; positive impact
Inclusion governor	Review of the effective use of funding
Review Dates for academic year:	December 20, April 21, July 21

Current Profile						
Academic Year	2020/2021	Number of Pupils eligible for	15	Breakdown of PP Pupils		
NoR: 93		FSM PP budget 20/21 Financial Year	£19, 315	FSM/Ever 11	Service 3	LAC 1
		Catch Up Premium £80/pupil	Tranche 1 & 2 £46.67/pupil Tranche 3 £33.33/pupil			
Date of Statement	Sept 2020	Review Date(s)	December 20, April 21, July 21			

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 2020 /22 (Does not include Service pupils)

This section may not be published on website if individual pupils could be identified.

Year Group	Number and % of disadvantaged pupils eligible for PP without SEN	Number and % of disadvantaged pupils on SEN register	Lower Attaining Pupils from EYFS or KS1	Middle Attaining Pupils from EYFS or KS1	Higher Attaining Pupils from EYFS or KS1
EYFS	1 (12.5%)	0			
Year 1	1/14 (7%)	1/14 (7%)			
Year 2	1/12 (8%)	0			
Year 3	1/17 (7%)	0			
Year 4	2/17 (12%)	1/17 (7%)			
Year 5	2/13 (15)	1/13 (8%)			
Year 6	2/12 (17)	2/12 (17%)			

Summary allocation of funding

A tiered approach for 2020/21 has been used for planning the effective use of FSM Pupil Premium funding and Catch-Up Premium. References are made to sections of the school improvement plan

Teaching and Learning

	Expenditure (PP and FSM)	CUP
<p>High-quality teaching for all</p> <ul style="list-style-type: none"> - Staff training on identifying misconceptions and accelerating progress through timely interventions and pre-teaching including catch up strategies in light of Covid 19. - Differentiated teaching with variation for pupils where appropriate. - Differentiated teaching incorporating zones of regulation where appropriate. - CPD provision for SNA and other staff as appropriate. 	£3865	£6000

Wider support strategies (Emotional, social and behavioural support & Enrichment)

Supporting pupils' social, emotional and behavioural needs.	Expenditure
<ul style="list-style-type: none">- Adaptations to PHSCE curriculum.- Individual / group interventions supporting emotional well -being.- Positive behaviour strategies.- Communication with and supporting parents.- Weekly ELSA support for targeted pupils incorporating drama .- Access to after school clubs.	£2500
Monitoring Absence. <ul style="list-style-type: none">- Maximising attendance and reducing persistent absences.- Partnerships in learning.- Monitoring of attendance with letters EWO visits and SAM meetings.- Twice half termly meetings with the EWO whose expertise we have acquired through additional services.	£2500
Enrichment <ul style="list-style-type: none">- Access to clubs, residential, sign posting (sports clubs, theatre groups etc).- Opportunities to enhance cultural capital.- Subsidise cost for residential and other trips (including mainland trips).- Encourage PP pupils to take lead roles in school events such as school council, play and sporting events.	£350

COVID-19 lockdown phase

Attendance in school; childcare provision was offered to all key worker families and vulnerable pupils.

Home learning; this was provided for pupils not attending.

Safeguarding; weekly vulnerable returns were submitted to LA; inclusion leaders / DSL worked effectively with external agencies

Support to vulnerable families; free school meals were provided, keep in touch e mails and regular phone calls were made.

Reintegration June/July 2020

- Risk assessments were completed for pupils with EHCPs and regular communication was established with parents
- Catch up planning for Year R, 1 & 6: Revisited prior learning, a focus was to challenge pupils to remember and apply, and secure levels of fluency and accuracy previously attained.
- Home learning, fluency in reading and mathematics were central but a wider curriculum was still proactively promoted.
- July; transition information: this included summative assessments from pre COVID-19.

Recovery curriculum planning – September 2020

- Catch up planning for pupils that did not attend school in summer term: teaching teams realigned the catch up coverage with the new year's curriculum so that it is sequential and progressive; there is an expectation that pupils catch up fully in the academic year 2020/21
- Recovery planning; this involves revisiting key learning from previous year's curriculum, rapidly close the most vital 'learning gaps' in knowledge and skills, teach coverage not taught or not taught in sufficient depth.
- Interventions; targeted support will be offered using Catch Up Premium.

Total Expenditure

£19315 + £7400

Key barriers and rationale for Pupil Premium priorities.

Some disadvantaged pupils are affected by.

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low self-esteem and poor resilience impacts on some pupils ability to develop independence in learning and make good progress	
B.	42% of Pupil Premium children have SEN affecting Speech and language skills	
External barriers (issues which also require action outside school, such as low attendance rates)		
C.	Family circumstances and history of personal trauma.	
D.	Attendance- Pupil Premium attendance percentage was 88.31% as opposed to 96.28% excluding PP in school. (Sept onwards) Last year whole school 95.7% attendance. Pupil Premium children with SEN support 100%. This means they are significantly below ARE in September 2020	
E.	Low pupil premium numbers result in each pupil with high percentage figures. Each children equates to 8.3%	
F.	High percentage of Pupil Premium children lack extra-curricular experiences. Currently 33% attend.	

School Improvement Plan 2020/21 priorities for disadvantaged pupils (*Extracts from SIP that directly impact on PP outcomes; reference relevant sections / headlines*)

Key Priority 1: The quality of teaching is consistent; coherent learning journeys progressively develop knowledge and skills in reading, writing and mathematics.

Key Priority 2: Subject leaders refine and sharpen the wider curriculum; curriculum intent and implementation enable all pupils to incrementally connect, develop and deepen their knowledge and skills.

Key Priority 3: Personal Development develops our six core values.

Attainment KS2 (2020) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)

There were no statutory assessments in summer 2020 due to COVID-19 pandemic. Teacher assessments were used in transition so that new teachers could effectively plan recovery curriculum plans. These were based on likely attainment based on March assessments prior to school closure / lockdown.

KS2 to KS3 transition information: add a narrative around teacher assessments pre COVID-19:

Likely to exceed / likely to meet / potential meet / unlikely to meet / SEND for reading or mathematics.

The impact of 2019/20 pupil premium priorities and outcomes

Teaching and learning:

The pupil premium allowed some children to make progress in line with their peers. In some year groups, Pupil Premium Children were exceeding expectations in March 2020, though small cohorts and small numbers of PP pupils affect the attainment some years. The introduction and implementation of our wider curriculum has strengthened the pupil's development. Progression of knowledge and skills have been tightened due to the wide variety of opportunities. External experiences associated with the wider curriculum allowed pupils to make accelerated progress with their choice of vocabulary and language choices in their writing. Knowledge in science and the foundation subjects also benefitted with pupils personal development, creativity and confidence showing clear signs of progress. A consistent approach to absence involving HT, admin and EWO was applied throughout the year so some Pupil Premium were recording very high attendance in March 2020. However other children were targeted by HT and EWS for intervention. The low number of pupils eligible for pupil premium affected the overall attendance for that group.

Targeted academic support:

Pupils who have been identified with poor oral skills will be at ARE in Reading and Writing were making progressing in March 2020 with some children were exceeding expectations. EHCP's were processed and additional reading groups were available to target children. Staff used their skills to use a variety of spelling strategies to help raise outcome with pupils making progress/accelerated progress. Differentiated and targeted support were having a positive effect on results in March.

Emotional, social and behavioural support:

Exclusions No disadvantaged children were excluded between September and March. Emotional well-being programmes – Elsa and social groups (for KS1) were effective at supporting the welfare and well-being of pupils.

Enrichment:

Access to creative elements have paid dividends. Cultural capital has included space camps, beach school, sailing opportunities, visiting artists, class trips and musical experiences have supported pupil's personal development.

