

Pupil premium strategy statement – St Helens Primary School

School overview

Detail	Data
Number of pupils in school	100
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	November 22
Date on which it will be reviewed	July 23
Statement authorised by	Carl Wake Headteacher
Pupil premium lead	Carl Wake
Governor / Trustee lead	Gary Booth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,580
Recovery premium funding allocation this academic year	£1160
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£27,740

Part A: Pupil premium strategy plan

Statement of intent

- *There is a culture of high expectations for all. There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.*
- *High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*
- *Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.*
- *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 with support from the EWS.*
- *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.*

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that writing attainment among all pupils and especially disadvantaged pupils is significantly below national averages.

2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Disadvantaged children not achieving the combined measure across reading, writing and maths.
4	It is evident that children in Early Years and Key stage 1 have underdeveloped phonic and number and language skills due to the lasting impact of Covid
5	Family circumstances and history of personal trauma; social, emotional and attachment issues are an identified barrier to learning.
6	Attendance- Pupil Premium attendance percentage (13 pupils) on Oct 7 th 92.23 is already falling below non pupil premium attendance which is 95.55. 5/13 children below 91%
7	Geographical location of living on an island and limited exposure to cultural difference and diversity.

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
Improved reading and writing attainment for all pupils including disadvantaged pupils; Improved attainment in the core subjects. Achieve national average combined measure at ARE and GDS.	All children learn to read fluently. Achieve minimum national average in Year 1 phonic screen and end of Key stage assessments. (subject to cohort). Significantly improved KS2 writing outcomes in 2022/23 and beyond.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Significantly improved KS2 maths outcomes in 2022/23 and beyond.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> Bespoke effective use of 'zones of regulation' used across the school. qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils All children will experience enhanced 'cultural capital'.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022/23 demonstrated by: the overall absence rate for all pupils is in line or better than national averages and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is being reduced.

	The percentage of all pupils who are persistently absent is below 10% and the figure among disadvantaged pupils being no lower than their peers.
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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: £5867

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. £1940	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2 and 3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Bug Club) £3,526.88	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.	3 and 4

	Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>£400</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g improved academic performance, attitudes, behaviour and relationships with peers):</p>	5, 6 and 7

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

Budgeted cost: £2550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Deployment of HLTAs to support additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i></p> <p>£550</p>	<p><i>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:</i></p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	5
<p><i>Deployment of experienced staff (supporting maths and English lessons in autumn and spring terms.</i></p> <p>£2000</p>	<p><i>EEF Foundation for good implementation.</i></p> <p><i>School evidence indicates that pupils in year 6 progress and attainment indicates a positive impact through the use of experienced teachers working with smaller groups.</i></p>	1, 2,3, and 4

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

Budgeted cost: £8185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. £2025</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5 and 6</p>
<p>Trained ELSA to support children accessing learning through behavioural issues linked to attachment and social, emotional resilience. Staff member £350</p>	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>5</p>
<p>Ensure all children have access to 2 hours a week minimum P.E. and plentiful opportunities for physical activity across the curriculum and in enrichment. Actions: Specialist Dance Teacher. £2,400</p>	<p>Public Health England</p> <p>The importance of physical activity Physical activity has been associated with a wide range of physical health, mental health and learning benefits in children and young people and is central to developing positive health outcomes from birth such as:</p> <ul style="list-style-type: none"> • increased health and fitness • increased muscle and bone strength • healthy weight maintenance • improved sleep • improved psychological and mental wellbeing (including positive self esteem and lower levels of anxiety and stress) • enhanced confidence and social skills • enhanced co-ordination • improved concentration and learning 	<p>7</p>
<p>Ensure all children continue to have access to a wide range of opportunities and experiences (enhanced cultural capital). Actions:</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. The research here summarises the impact of arts participation on academic outcomes. It is</p>	<p>7</p>

<p>Disadvantaged children have access to 1 free after school club per half term. £2,500</p> <p>Financial support for educational trips and visits, including residential. £500</p> <p>Beach School £410</p>	<p>important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. Wider benefits such as positive attitudes to learning and well-being have consistently been reported.</p>	
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Total budgeted cost: £16,602

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>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.</p> <p>Moreover due to the ongoing impact of covid and other external factors internal and external assessments in 2022 were not as positive as expected. In particular disadvantaged pupil outcomes were lower than in previous years.</p> <p>Pupil and staff attendance were detrimental to good outcomes.</p> <p>In order for outcomes to improve, we will adjust our panning to secure better outcomes for pupils.</p> <p>We will use the EEF implementation guidance to help develop our strategy, particularly the explore phase to help us diagnose specific pupil needs to work out which activities and approaches are likely to work in our school.</p>	
<p>What has worked well</p>	
Implementation	Impact
<p>Disadvantaged pupils have continued to have access to a wide range of opportunities and experiences (Cultural Capital).</p>	<p>Staff have enriched the curriculum where possible with visits, in school experiences including wellbeing days, visitors, swimming, beach school, space camp, sailing and residential.</p> <p>Our extra-curricular club offer has included sports clubs, gardening, mardi gras and skate boarding during the year.</p> <p>The majority of disadvantaged children took part in at least one of the clubs.</p> <p>We know that our more vulnerable learners have had the opportunities and been encouraged to take part in all events.</p>
<p>Reading across the school continues to be a focus area and will continue during the next year.</p>	<p>Purchasing and implementation of new phonics scheme delayed so we hope to see greater improvements in 2022/23.</p> <p>Library enhancements including links with IOW college planned for Autumn 2022.</p> <p>Reading CPD remains high priority and through webinars and remote access more staff have been able to access high quality provision.</p>

Governors are very proactive in their role both in terms of support and challenge.	Governor monitoring is very effective to ensure that leaders at all levels are aware of the effective action that is being taken to improve the attainment and progress of disadvantaged pupils in all curriculum areas. This will remain a priority going forward.
Staff CPD	Staff have received specialist support in foundation subjects including art, DT, History and geography. Assessment in these subjects has been more accurate and pupils have made better progress in line with curriculum expectations.

Externally provided programmes

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

Programme	Provider
Scarf	Coram Life Education