

St Helen's Pupil Premium Action Plan and Strategy 2021-22



What is the most effective way to support disadvantage pupils achievement?



Over the last few years our Pupil Premium Strategy has been built around key information and research taken from the EEF guide to effective use of Pupil Premium. The link for this document and for further information on using Pupil Premium effectively can be found below:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

We have also considered previous NFER research that highlights that more successful schools who promote high levels of attainment have a number of things in common. It identified seven building blocks of success:



We have also considered information taken from the DFE report: Supporting the attainment of disadvantage pupils. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research - Research Report FINAL v2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf)

Pupil premium strategy statement

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 |
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| St.Helen's CE Primary School | |
| Number of pupils in school | 207 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2021- July 2022 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | Strategy Plan is continuously reviewed, see separate monitoring plan. |
| Statement authorised by | Kelvin Chappell / Andy Spens |
| Pupil premium lead | Kelvin Chappell |
| Governor / Trustee lead | Curriculum and Standards Governors committee. |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | X children in receipt of FSM x £1345 X children Ever Six x £1345 X children LAC / Post adoption x £2345 X children Service Premium x 310 Total funding available to school= £28,760 |
| Recovery premium funding allocation this academic year | £ 145 per pupil x 20 pupils = £2900 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 31,660 |

Part A: Pupil premium strategy plan

Statement of intent:

Pupil Premium Aspirations: At St. Helen's, we endeavour to provide opportunities in all aspects of school life, for all of our Pupil Premium children to achieve the very best that they can and to develop a lifelong love of learning, and for them to develop high aspirations and ambitions for their future. For the academic year 2021-22 it is important to understand and recognise the significance of the Catch up strategy and this should be considered alongside the Pupil Premium strategy plan. We aim for all our children to be Flying High and in particular those children who are in receipt of Pupil Premium.



Challenges

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

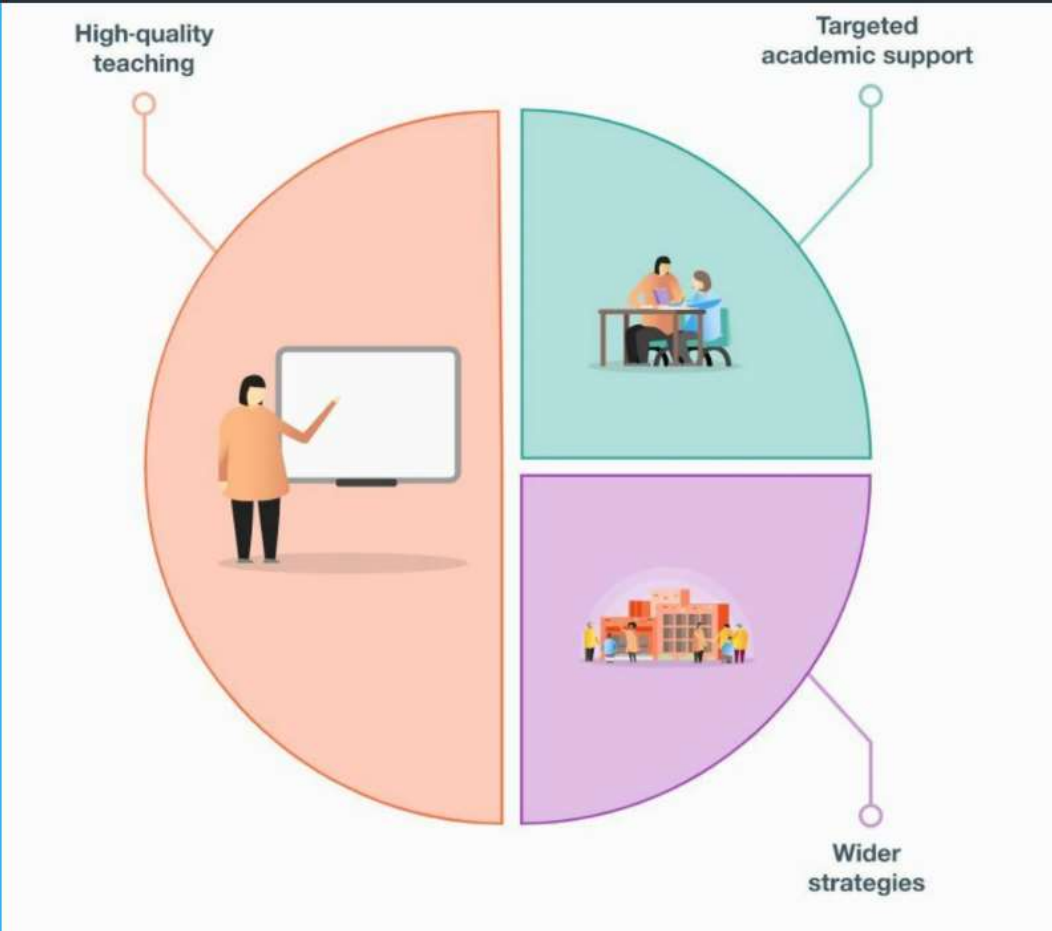
Following information from the EFF as school we will be following the implementation cycle to ensure that we are measuring carefully the impact of our Pupil Premium Strategy.



The EFF

recommends schools consider different evidence sources with the tiered model in mind. This will help us to prioritise the allocation of funding, energy, training and time, and try to balance our approach across three key areas:

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| 1) | <p>Diagnose your pupil's challenges and needs. We have looked specifically at the profile of all our Pupil Premium children across the school and thought carefully about how we address the individual barriers that these individual children have in order to achieve our high aspirations for them.</p> |
| 2) | <p>Use strong evidence to support your strategy We will be using some evidence taken from the EFF Teachers Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit For example Behaviour interventions and Feedback.</p> <p>As a school we will also look at our own procedures and interventions that have over the years proven to be successful to enable all our PP children to be Flying High from their starting points and to achieve the best standards that they can academically. (See academic standards below.) The interventions that we have been using in school in the past have proven to show high impact and we feel that children with similar needs will benefit from the high quality interventions that are developed and provided.</p> |
| 3) | <p>Implement your strategy Very clear and concise timeframes are allotted to each action below, to enable us to utilise the PP and recovery funding across the year at different points.</p> |
| 4) | <p>Monitor and evaluate your strategy: In previous years we have had a Pupil Premium Impact Review Report that is a continual working document. This enables us to measure not just the long term impact but also short term interventions. This also enables us to share with the PP Lead Governors and enables us to showcase and case study successes that we have with the funding and to demonstrate our effective use of our Pupil Premium spend in the previous academic year. When further information and data becomes available it will be updated as and when, and as such this document is very much a working document that is updated Termly.</p> |



| Challenge number | Detail of challenge – High Quality Teaching |
|------------------------------|---|
| High Quality Teaching | Maths |
| HQT 1 | Specific gaps in children’s learning: Mathematical number knowledge: Developing problem solving and reasoning skills - that Pupil Premium children are challenged in their Mathematical thinking and develop their reasoning skills. |
| HQT 2 | Children in EYFS and Year 1 have a poor understanding of place value and number from initial assessments and from previous internal academic data captured. |
| | Reading |
| HQT 3 | Specific gaps in children’s learning: Reading knowledge: Trying to develop a balanced whole reader with benchmarking at the heart of reading assessments. |
| HQT 4 | Specific gaps in children’s learning: Reading knowledge: Pupil Premium children have specific gaps in the phonics knowledge and have difficulties engaging in reading at home. |
| HQT 5 | Data shows that PP children have lower Phonics baseline assessment compared to some of their peers. Clear focus on developing phonics knowledge-in EYFS and Year 1 in order for children to develop their reading skills. |
| HQT 6 | Initial Reception Baseline assessments (September 2021) shows that some PP children have difficulties with Communication and Interaction. Children’s oracy skills will need developing and clear focus on this. |
| | QFWT (Quality First Wave Teaching) |
| HQT 7 | All children including PP children will have daily access to consistently good – quality first wave teaching every day, to ensure that they make good progress from their starting points. |
| HQT 8 | All children including PP children will have high quality guided reading sessions to enable children to make very good progress with their reading from their starting points. Guided reading from Year 2, whilst in Year 1 and EYFS PP children are made priority readers. |
| | Targeted Academic Support |
| TAS 1 | Analysis from previous data shows that a number of PP children in KS2 have difficulties with core calculation strategies- PP children in Year 5 and 6 will not be able to access some strands of the arithmetic paper. |
| TAS 2 | Children lack the quick recall and fluency to work with multiplication facts and have difficulty in recalling related division facts. |
| TAS 3 | PP children’s benchmarking reading levels to be improved through high quality interventions led by class teachers and TAs. |
| | Wider Strategies |

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| WS 1 | Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.) |
| WS 2 | Previous attendance data shows that some PP children have a history of very poor attendance and other family issues that need supporting. |
| WS 3 | Analysis of SEND register shows that there is some potential for SEN Needs – Early identification of children’s needs is required in order to support quickly and meaningfully. |
| WS 4 | Attitudes to learning-some PP children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially. |
| WS 5 | Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations. |
| WS 6 | Developing greater parental engagement with harder to reach PP families. |
| WS 7 | Developing access to external agencies for specific families and support. |

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 |
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| High Quality Teaching | |
| HQT 1 | Specific gaps in children’s learning: Mathematical number knowledge: Developing problem solving and reasoning skills- that Pupil Premium children are challenged in their Mathematical thinking and develop their reasoning skills. |
| Specific gaps in children’s learning: Mathematical number knowledge: Developing problem solving and reasoning skills- that Pupil Premium children are challenged in their Mathematical thinking and develop their reasoning skills. | Book samples demonstrate that children are able to complete reasoning problem solving activities with greater frequency enabling them to develop their explanations. |
| Subject leadership work- developing teachers CPD in developing challenge, variation and number skills. | All PP children in Year 6 meet the EXS in Maths. 2 PP children in Year 6 are targeted for GDS. |

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| | PP children will achieve EXS across the school including those children in EYFS. |
| <p>Children lack the quick recall and fluency to work with multiplication facts and have difficulty in recalling related division facts.</p> <p>A whole school emphasis on Multiplication facts and the introduction of FunKey Maths cards alongside existing TTRS enables the children to develop the understanding of Maths facts.</p> <p>Teachers CPD led by subject leader for developing children's Times tables.</p> | Children's fluency and quick recall of multiplication facts, are shown to be quicker and children have a very good understanding of their multiplication facts. TTRS heat maps, demonstrate that children are improving the speed of their recall. |
| HQT 2 | Children in EYFS and Year 1 have a poor understanding of place value and number. (Analysis from Year 1 Summer 2021 PUMA assessments) |
| Pupil Premium Children in KS1 develop very good understanding of place value and number. | <p>Children in EYFS meet expected standards in Number or make good progress from their starting points. (See individual targets set.)</p> <p>Children in Year 1 make good progress from their EYFS profile assessments ensuring that they are able to achieve EXS in Maths in Year 1.</p> <p>PP children in Year 2 meet the EXS standards,</p> |
| HQT 3 | Specific gaps in children's learning: Reading knowledge: Trying to develop a balanced whole reader with benchmarking at the heart of reading assessments. |
| HQT 4 | Specific gaps in children's learning: Reading knowledge: Pupil Premium children have specific gaps in the phonics knowledge and have difficulties engaging in reading at home. |
| <p>Specific gaps in children's learning: Reading knowledge: Trying to develop a balanced whole reader with benchmarking at the heart of reading assessments.</p> <p>Children make really good progress with their reading bands and benchmarking shows that the whole reader is being developed.</p> | <p>100% of PP children in Year 2 achieved EXS standards in Reading.</p> <p>100% of PP children in Year 6 achieve GDS (based on current assessment and prior attainment) in Reading.</p> <p>Children's benchmarking assessments demonstrates that PP children make accelerated progress in benchmarking assessments.</p> |
| Specific gaps in children's learning: Reading knowledge: Pupil Premium children have specific gaps in the phonics knowledge and have difficulties engaging in reading at home. | 100% of PP children in Year 1 and 2 achieve the EXS standard in Phonics. |

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| HQT 5 | Data shows that PP children have lower Phonics baseline assessment compared to some of their peers. Clear focus on developing phonics knowledge in Year 1 in order for children to develop their reading skills. |
| Clear focus on developing phonics knowledge- Year 1 in order for children to develop their reading skills. | All PP children in EYFS achieve EXS standard in reading. |
| HQT 6 | Initial Reception Baseline assessments (September 2021) shows that some PP children have difficulties with Communication and Interaction. Children's oracy skills will need developing. |
| EYFS teaching of Phonics is deemed to be good or better so that children are accessing high class phonics work daily. | Children achieve EXS standards in EYFS Reading and make good progress from their starting points. |
| HQT 7 | All children including PP children will have daily access to consistently good – quality first wave teaching every day, to ensure that they make good progress from their starting points. |
| HQT 8 | All children including PP children will have high quality guided reading sessions to enable children to make very good progress with their reading from their starting points. |
| Children will have access to high quality QFWT in all subjects ensuring that they will be able to make good progress from their starting points. | Standard of teaching is deemed to be good or better and is validated in external monitoring and from internal monitoring. |
| CPD is given by the Reading lead in order to enable Guided reading to be very effective enabling children to develop all their reading skills. | All children including PP improve their Benchmarking assessment levels and make good progress from their previous years assessment. |
| Targeted Interventions | |
| TAS 1 | Analysis from previous data shows that a number of PP children in KS2 have difficulties with core calculation strategies- PP children in Year 5 and 6 will not be able to access some strands of the arithmetic paper. |
| A number of PP children in KS2 have difficulties with core calculation strategies | End of Year Puma Assessments will be tracked and children will improve their Number strand score from the previous year. Tracking through the year demonstrates that children are making good progress in Big Maths activities and Learn Its. Maths books show that children are competent in arithmetic skills and the four operations. Interventions held throughout the year on key arithmetic and core skills. |

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| TAS 2 | Children lack the quick recall and fluency to work with multiplication facts and have difficulty in recalling related division facts. |
| Children develop a clear understanding of number facts and develop their fluency in number. | All PP children across the school achieve EXS in Maths. 100% of PP children achieve EXS in Year 6 and Year 2. Analysis of children's end of year data- shows an improvement on children's number and calculation skills. |
| TAS 3 | PP children's benchmarking reading levels to be improved through high quality interventions led by class teachers and TAs. |
| Reading interventions are held in relevant year groups. | All children including PP improve their Benchmarking assessment levels and make good progress from their previous years assessment. |
| Wider Strategies | |
| WS 1 | Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.) |
| WS 4 | Attitudes to learning-some PP children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially. |
| Difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.) Some children have difficulties in regulating their emotions. | The number of behaviour incidents outside the classroom reduce and the amount of children with examples of low levels of disruption, is minimised. Children are able to work in a calm and purposeful manner, enabling them to make good progress. Introduction of whole school approach with Thrive being introduced. Work with VB is commissioned to enable children to work alongside a behaviour and emotional specialist. Development of whole school provision of Thrive. |
| WS 2 | Previous attendance data shows that some PP children have a history of very poor attendance and other family issues that need supporting. |
| Very poor attendance and other family issues that need supporting. Children's attendance is improved from previous years and school life average. | Pupil Premium Children's attendance is in line with their peers. All Pupil Premium children's attendance is monitored carefully and meetings held when necessary with families via school and the EWO. PP children's attendance improves by 0.5 + compared to previous year and is above their whole school average. |

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| WS 3 | Analysis of SEND register shows that there is some potential for SEN Needs – Early identification of children’s needs is required in order to support quickly and meaningfully. |
| Potential SEN Needs – Early identification of children’s needs. | PP leader and SENCO meet regularly to talk through any concerns with PP children to identify growing needs. SENCO time is devoted to working with some children. |
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| Developing greater parental engagement with harder to reach PP families Regular conversation with Parents via PP lead and class teacher. | Children’s Parents feel engaged in school events and help support children’s learning. |
| WS 4 | |
| Attitudes to learning-some PP children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially | Children are able to take risks and have a go at activities. |
| WS 5 | Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations. |
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| WS 6 | Developing greater parental engagement with harder to reach PP families. |
| Children make good progress from their starting points and parents are engaged in their learning- reading daily etc. | Parents feel engaged in their children’s learning and systems are in place to encourage parents to work alongside their children. |
| WS 7 | Developing access to external agencies for specific families and support. |
| | Early help is signposted for families who need it including liaising with compass support and the development of EHAPs and other external support when required to do so. |

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

Budgeted cost: See Below:

| Challenge number(s) addressed | Evidence that supports this approach | Activity |
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| <p>HQT 1 Specific gaps in children's learning: Mathematical number knowledge: Developing problem solving and reasoning skills- that Pupil Premium children are challenged in their Mathematical thinking and develop their reasoning skills.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Mastery Learning: <i>'mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.'</i></p> | <p>CPD with Teachers via Maths subject leader, enables staff to provide enriched high quality Maths lessons. Problem solving activities are given as part of the step process.</p> <p>Maths subject leader continues to work for the Mastery Hub- leading other teacher on developing Maths Mastery- this knowledge is also facilitated to school staff.</p> <p>Cost: Maths subject leadership team: £36 x 1 hr x 39 weeks: = £1,404</p> |
| <p>HQT 2 Children in EYFS and Year 1 have a poor understanding of place value and number</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Mastery Learning: <i>'mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.'</i></p> | <p>Maths subject leader continues to work for the Mastery Hub- leading other teacher on developing Maths Mastery- this knowledge is also facilitated to school staff.</p> |
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| <p>HQT 3 Specific gaps in children's learning: Reading knowledge: Trying to develop a balanced whole reader with benchmarking at the heart of reading assessments.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> | <p>Guided reading sessions are consistent across the school and CPD staff meetings have been developed.</p> <p>Release time for Subject leader to monitoring the effectiveness of Guided Reading and the Benchmarking assessments that are completed.</p> <p>Cost: Reading subject leadership team: £36 x 1 hr x 18 weeks- release time to monitor standards in Reading. = £648</p> |
| <p>HQT 4 Specific gaps in children's learning: Reading knowledge: Pupil Premium children have specific gaps in the phonics knowledge and have difficulties engaging in reading at home.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> | <p>Clear interventions are developed for those children who will need to develop specific phases of sounds.</p> <p>TA led interventions specifically focussing on Early reading. This is developed as part of catch up and pupil premium funding.</p> <p>Additional Phonics Interventions: TA Year 1: £16 x 5 hr per week x 39 weeks = £3120 TA Year 2 : £16 x 5 hr per week x 39 weeks= £3120</p> |
| <p>HQT 5 Data shows that PP children have lower Phonics baseline assessment compared to some of their peers. Clear focus on developing phonics knowledge-in EYFS and Year</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older</p> | <p>Clear interventions are developed for those children who will need to develop specific phases of sounds.</p> |

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| <p>1 in order for children to develop their reading skills.</p> | <p>struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> | <p>TA led interventions specifically focussing on Early reading. This is developed as part of catch up and pupil premium funding.</p> <p>TA: £16 x 5 hr per week x 39 weeks £3,120</p> |
| <p>HQT 6 Initial Reception Baseline assessments (September 2021) shows that some PP children have difficulties with Communication and Interaction. Children's oracy skills will need developing.</p> | <p>Development of partnership Oracy project working alongside consultant Vicky Gordan, to develop high quality oracy work across the school.</p> | <p>All children across the school have access to high quality oracy teaching and opportunities across the connected curriculum through Maxi projects to develop their oracy skills.</p> <p>Leadership release time to develop Oracy programme across the year. £36 x 1 hr x 6 full days. (Termly work.) £1,080</p> |
| <p>QFWT (Quality First Wave Teaching)</p> | | |
| <p>HQT 7 All children including PP children will have daily access to consistently good – quality first wave teaching every day, to ensure that they make good progress from their starting points.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> | <p>Effective feedback. As part of the school's drive for good QFWT the school's feedback policy has been adjusted, to ensure that all children have the opportunity to develop feedback and review session in Maths and English.</p> <p>Continued CPD via Core Subject Leaders. Senior Leaders Release time: No cost:</p> |
| <p>HQT 8 All children including PP children will have high quality guided reading sessions to enable children to make very good progress with their reading from their starting points.</p> | <p>Use of evidence based interventions around Benchmarking sessions.</p> | <p>Children receive high quality guided reading sessions in order to develop their reading skills.</p> <p>KS2 Reading interventions:</p> |

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| | | Year 6: £16 x 5 hours x 39 weeks. £3,120 |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: See below:

| Challenge number(s) addressed | Evidence that supports this approach | Activity |
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| <p>TAS 1</p> <p>Analysis from previous data shows that a number of PP children in KS2 have difficulties with core calculation strategies- PP children in Year 5 and 6 will not be able to access some strands of the arithmetic paper.</p> <p>A number of PP children in KS2 have difficulties with core calculation strategies</p> | <p>Children are given interventions that enable them to develop their arithmetic skills. Previous school analysis of data shows that historically, children (especially those in Year 6) have scored highly on the arithmetic paper to enable them to make good progress in their end of year assessment.</p> | <p>Individual booster and catch up sessions are delivered to enable children to develop their arithmetic skills.</p> <p>£36 x 1.25 hours per week x 32 weeks. (Term 2 from baseline assessment.) £1,440</p> |
| <p>TAS 2</p> <p>Children develop a clear understanding of number facts and develop their fluency in number.</p> <p><i>Children lack the quick recall and fluency to work with multiplication facts and have difficulty in recalling related division facts.</i></p> | <p>All PP children across the school achieve EXS in Maths. 100% of PP children achieve EXS in Year 6 and Year 2.</p> <p>Analysis of children's end of year data- shows an improvement on children's number and calculation skills when previous interventions have been put in place.</p> | <p>Children are given regular weekly opportunity to rehears multiplication facts in school.</p> |
| <p>TAS 3</p> <p>Reading interventions are held in relevant year groups.</p> | <p>Evidence around reading interventions: As above</p> | <p>PP children's benchmarking reading levels to be improved through high quality interventions led by class teachers and TAs.</p> <p>All children including PP improve their Benchmarking assessment levels and make good progress from their previous years assessment.</p> |

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| | | Reading Interventions across the school. £16 x 1 hr x 39 weeks = £624 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ See below

| Challenge number(s) addressed | Evidence that supports this approach | Activity |
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| <p>WS 1 Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.)</p> <p>WS 4 Difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.) Some children have difficulties in regulating their emotions.</p> <p>Attitudes to learning-some PP children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially.</p> | <p>Children are able to work well in school when self regulated.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Behaviour Interventions are shown to have a significant impact.</p> | <p>The number of behaviour incidents outside the classroom reduce and the amount of children with examples of low levels of disruption, is minimised. Children are able to work in a calm and purposeful manner, enabling them to make good progress.</p> <p>Introduction of whole school approach with Thrive being introduced.</p> <p>Work with VB is commissioned to enable children to work alongside a behaviour and emotional specialist.</p> <p>Development of whole school provision of Thrive.</p> <p>£125 full day support x 19 weeks. = £2,375</p> |
| WS 2 | | |
| <p>Very poor attendance and other family issues that need supporting.</p> <p>Children's attendance is improved from previous years and school life average.</p> <p>Previous attendance data shows that</p> | <p>Evidence from previous NFER research on improving attendance in schools.</p> | <p>Pupil Premium Children's attendance is in line with their peers.</p> <p>All Pupil Premium children's attendance is monitored carefully and meetings</p> |

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| <p>some PP children have a history of very poor attendance and other family issues that need supporting.</p> | | <p>held when necessary with families via school and the EWO.</p> <p>PP children's attendance improves by 0.5 + compared to previous year and is above their whole school average.</p> <p>Continued work with EWO package and office staff with remit on attendance.</p> <p>£2,000</p> |
| <p>WS 3</p> | | |
| <p><i>Analysis of SEND register shows that there is some potential for SEN Needs – Early identification of children's needs is required in order to support quickly and meaningfully.</i></p> | <p>Early identification of needs enables support to be put in place.</p> | <p>Potential SEN Needs – Early identification of children's needs.</p> <p>PP leader and SENCO meet regularly to talk through any concerns with PP children to identify growing needs. SENCO time is devoted to working with some children.</p> <p>£36 x 2.5 hours x 39 weeks = £3,510</p> |
| <p>WS 4</p> | | |
| <p>Attitudes to learning-some PP children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially</p> | <p>Children are able to work well in school when self regulated.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Behaviour Interventions are shown to have a significant impact.</p> | <p>Children are able to take risks and have a go at activities. Developing their perseverance skills.</p> <p>No cost:</p> |
| <p>WS 5</p> | | |
| <p><i>Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations.</i></p> | | <p>Children's experiences in school are wide and varied. All children are given the opportunity to attend different extra-curricular clubs. PP children will also have access to breakfast club.</p> <p>Cost of Trip and Uniforms, Payment for Breakfast club.</p> |

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| | | £2,000 set aside |
| WS 6 | | |
| <p>Developing greater parental engagement with harder to reach PP families.</p> <p>Children make good progress from their starting points and parents are engaged in their learning- reading daily etc.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.</p> | <p>Parents feel engaged in their children's learning and systems are in place to encourage parents to work alongside their children.</p> <p>Opportunities throughout the year for parents to attend sessions in school and workshops. Eg Art gallery, phonics sessions.</p> <p>No cost:</p> |
| <p>WS 7 Early help is signposted for families who need it including liaising with compass support and the development of EHAPs and other external support when required to do so.</p> <p><i>Developing access to external agencies for specific families and support.</i></p> | <p>Parents are supported and children are able to access their school provision with the right levels of parental engagement.</p> | <p>Families and children are supported via external support and children's own internal support.</p> <p>Leadership time: £36 x 1 hr per week x 39 = £1,404</p> |

Total budgeted cost: £ 28,965 (£2,695) surplus. Please note this is subject to change across the year. Further interventions will be delivered in other year groups.

Part B: Review of outcomes in the previous academic year: Pupil premium strategy outcomes

The impact that our pupil premium strategy had on pupils in the 2020 to 2021 academic year via the schools catch up policy:

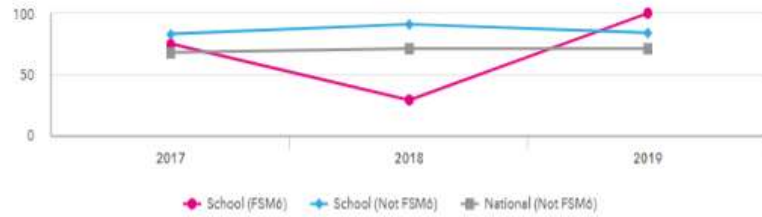
Please click on the link below: to access the Pupil Premium/ Catch Up funding impact report

<https://www.sthelensprimary.org.uk/assets/Documents/Attachments/Catch-Up-funding-20-21-Impact-Report-for-Website-.pdf>

Please see below for Data from FFT, that shows how over the last few years in Statutory assessments, Pupil Premium children, were able to close the gap in terms of attainment and progress with their peers.

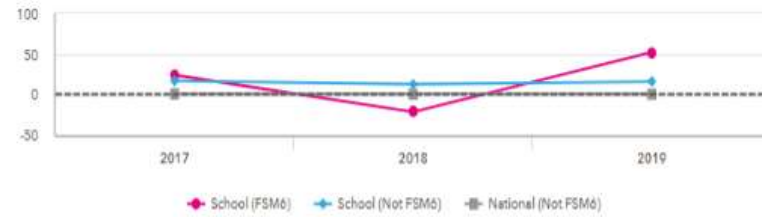
KS2 attainment for disadvantaged pupils 2019

% Expected standard+ (Re, Wr, Ma) DFE ∨



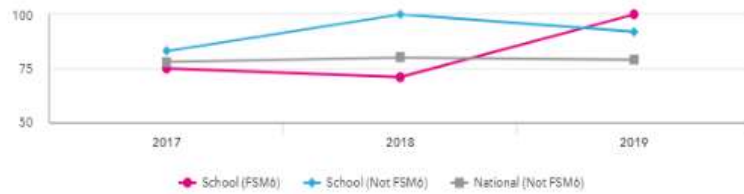
KS2 progress for disadvantaged pupils 2019

% Expected standard+ (Re, Wr, Ma) ∨



KS2 attainment for disadvantaged pupils 2019

% Expected standard+ Reading DFE ∨



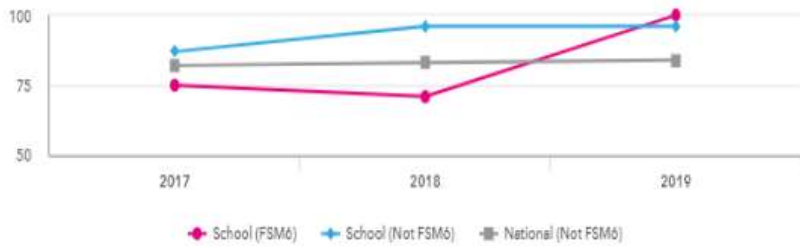
KS2 progress for disadvantaged pupils 2019

% Expected standard+ Reading ∨



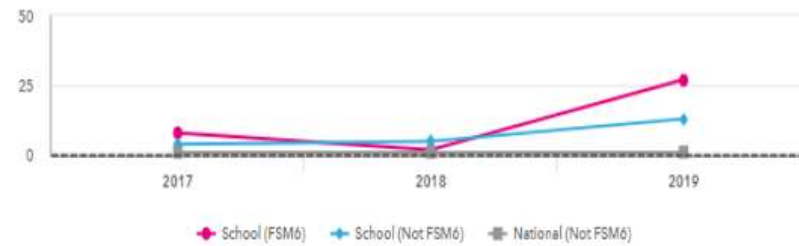
KS2 attainment for disadvantaged pupils 2019

% Expected standard+ Writing DFE ∨



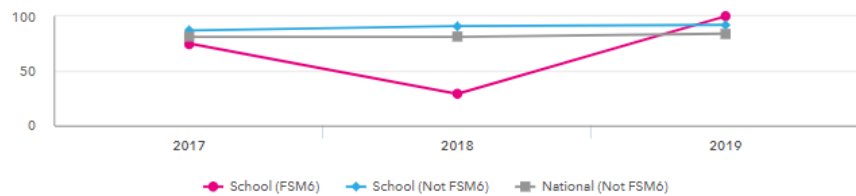
KS2 progress for disadvantaged pupils 2019

% Expected standard+ Writing ∨



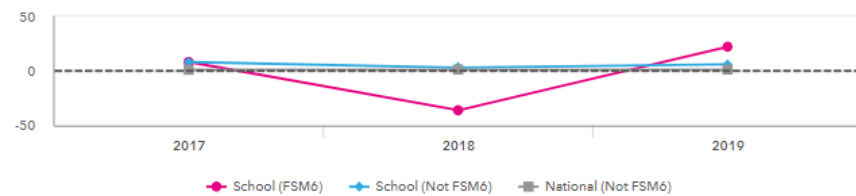
KS2 attainment for disadvantaged pupils 2019

% Expected standard+ Maths DFE ∨



KS2 progress for disadvantaged pupils 2019

% Expected standard+ Maths ∨



Key Stage 1:

KS1 attainment for disadvantaged pupils 2019

% Expected Standard + (Re, Wr, Ma) ∨



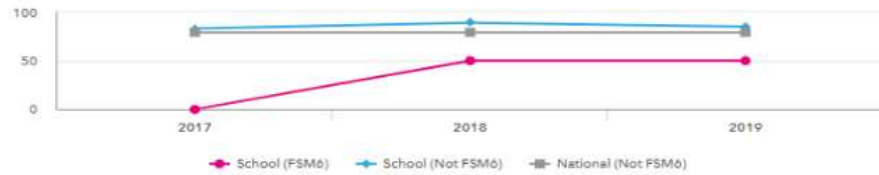
KS1 progress for disadvantaged pupils 2019

% Expected Standard + (Re, Wr, Ma) ∨



KS1 attainment for disadvantaged pupils 2019

% Expected Standard + Reading DFE ∨



KS1 progress for disadvantaged pupils 2019

% Expected Standard + Reading ∨



- + % Expected Standard + Maths DFE
- + % Higher Standard Maths DFE
- + % Expected Standard + Science DFE

KS1 attainment for disadvantaged pupils 2019

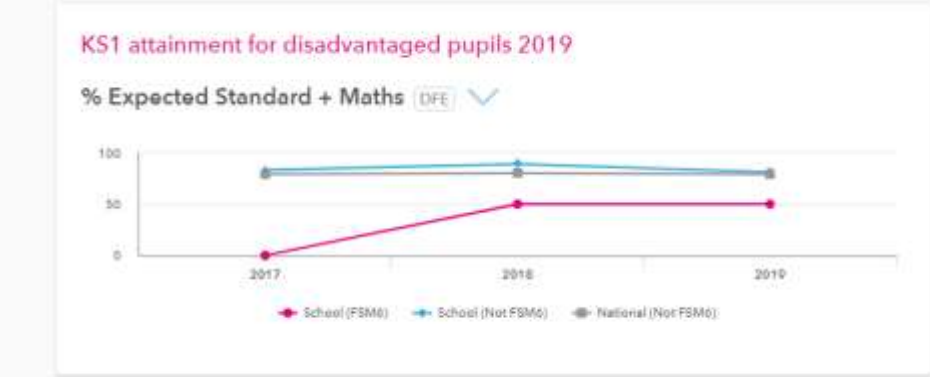
% Expected Standard + Writing DFE ∨



KS1 progress for disadvantaged pupils 2019

% Expected Standard + Writing ∨





Progress and attainment over the last few years for PP children has been steadily rising and in the last Year 6 SATs 100% of Pupil Premium children achieved the EXS in Reading, Writing and Maths.

In 2020-21 Academic Year- Pupil Premium children continued to be monitored very carefully and end of year internal assessments have shown that the % of children at EXS are: Internal Assessments not published on school website:

| | Reading | Writing | Maths |
|--------|---------|---------|-------|
| Year 6 | | | |
| Year 5 | | | |
| Year 4 | | | |
| Year 3 | | | |
| Year 2 | | | |

| | | | |
|--------|--|--|--|
| | | | |
| Year 1 | | | |
| Year R | | | |

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? | Internal intervention |
| What was the impact of that spending on service pupil premium eligible pupils? | See data above: |

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.