

St Helen's Pupil Premium Action Plan and Strategy 2021-24

Monitoring and Impact Overview Year 1 Update.



This Pupil Premium Impact Review report summarises the impact that we have seen in school with the effective use of our Pupil Premium spend in the current 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.

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
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 2024 Cycle 1 Review and Updates September 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	<p>September 2021</p> <p>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</p> <p>Total funding available to school= £28,760</p>
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.

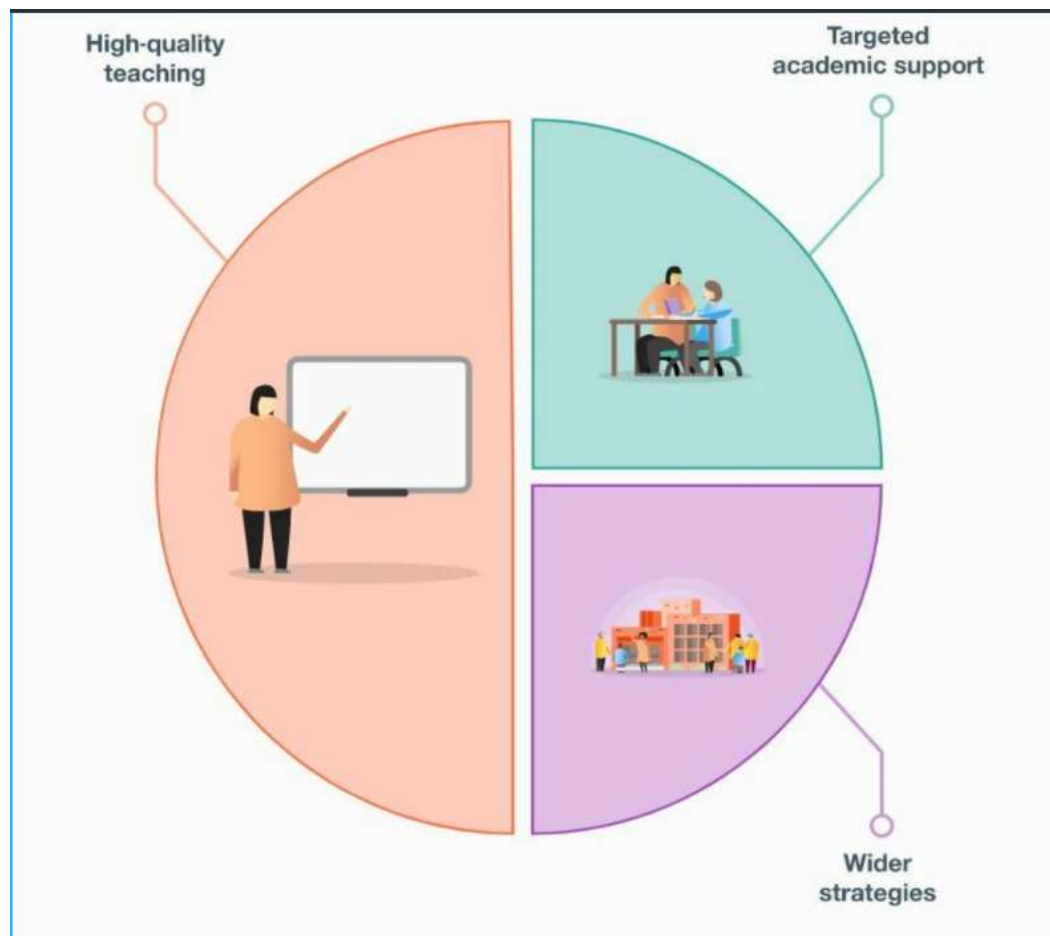
Following information from the EEF as school we will be following the implementation cycle to ensure that we are measuring carefully the impact of our Pupil Premium Strategy.



The EEF

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:

1)	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.
2)	<p>Use strong evidence to support your strategy We will be using some evidence taken from the EEF 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)	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.
4)	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.



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

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 – Impact of work so far

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
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. Subject leadership work- developing teachers CPD in developing challenge, variation and number skills.	Book samples demonstrate that children are able to complete reasoning problem solving activities with greater frequency enabling them to develop their explanations. All PP children in Year 6 meet the EXS in Maths. 2 PP children in Year 6 are targeted for GDS.

	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>	<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.</p>
<p>Significant Impact: T6 Year Statutory assessments- 100% of Year 6 PP achieved the standard in Maths. GDS: 20%. This from additional booster groups using PP funding provided the support that was needed, to enable the children to make good progress. (See appendix 1)</p> <p>In CSP / Peer review day (March 2022) several positives were highlighted about the quality of Maths teaching. Key areas on the SDP achieved for Maths.</p> <p>Fluency of timetables have been developed and tracking system in place for children's knowledge of times tables put in place.</p>	

St. Helens Peer Review day – Monday 7th March

MATHS FOCUS	
Strengths. <ul style="list-style-type: none"> - The subject leader has a good understanding of what the school needs to achieve to move the practice forward. - The children's behaviour is positive and they are enthusiastic learners. - The children showed resilience, patience and respect for each other. - In the best examples of books seen the work was well-presented, logical and this aided the maths - There is a positive attitude towards maths 	
Summary of findings/ recommendations	
PEDAGOGY <ul style="list-style-type: none"> - In the best practice observed the children could: Explain what concept they were learning The tasks were differentiated (or children were able to start in different places based on check point) - Consider how quickly children are given a challenge during the input? How often do they solve a problem independently? - Improve questioning to ensure teachers understand the individual need as well as whole class need? - What 'pre-unit' exploration is completed to support the pitch of the learning – do you still use entry assessments? 	
YEAR GROUP FEEDBACK	
YEAR R	<ul style="list-style-type: none"> - The children were engaged in a number game 'bunny ears' (making 5, 6, 7 with fingers) - All children were sat on the carpet and focussed on the teacher, who had a confident,

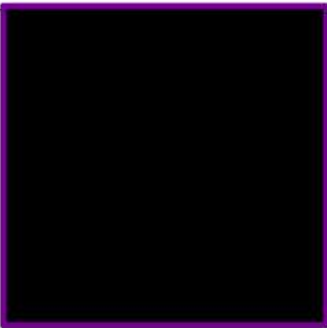
HQT 2	Children in EYFS and Year 1 have a poor understanding of place value and number. (Analysis from Year 1 Summer 2021 PUMA assessments)
Pupil Premium Children in KS1 develop very good understanding of place value and number.	<p>Children in EYFS meet expected standards in Number or make good progress 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>

Moderate Impact: Data from EYFS shows that 50% achieved expected standard in Numbers and KS1 shows that 100% of PP children have developed good understanding of number.	
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.
Specific gaps in children's learning: Reading knowledge: Trying to develop a balanced whole reader with benchmarking at the heart of reading assessments. Children make really good progress with their reading bands and benchmarking shows that the whole reader is being developed.	100% of PP children in Year 2 achieved EXS standards in Reading. 100% of PP children in Year 6 achieve GDS (based on current assessment and prior attainment) in Reading. Children's benchmarking assessments demonstrates that PP children make accelerated progress in benchmarking assessments.
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.
<p>Significant Impact:</p> <p>Benchmarking data and Year 1 phonics data shows that children are on track to achieve the expected standard in Phonics. Year 1 phonics target is going to be meet. (See data end of template) This was achieved in June 100% for Phonics.</p> <p>80% of PP children in Year 6 achieved EXS in Reading following significant support throughout the year. The one other child missed the EXS by one mark. Phonics interventions have been developed for children in Year 1 using PP money and catch up funding, this enabled the PP children to achieve the EXS.</p> <p>Moderate Impact: KS1 results 100% of PP children achieved the EXS standard.</p>	








Group Intervention Map 2021-22

Class: Year 1 Term: 3



Name of Children: SEN Pupil Premium	Reason for group intervention: (Key barrier to learning)	Type and Duration of Intervention: (Specific timings/Person who is running additional interventions)
	The children in this group have made good progress with their phase 3 digraphs. They need further support with phase 4 adjacent constants, tricky words and to begin learning phase 5 in order to be ready for the phonics screening check.	Daily phonics teaching separate to the whole class with class teacher. 2x 20 minutes intervention with CM. Tuesday - 1.20 - 1.50 Wednesday 1.30 - 1.50

Graduated Approach: Assess Plan Do Review

Key Barriers to Learning: 	Provision: (Who, what and when, including time and duration) 	Target outcomes by the end of Term 3: 	End of Term 3: 
The children in this group have made good progress with their phase 3 digraphs. They need further support with phase 4 adjacent constants, tricky words and to begin learning phase 5 in order to be ready for the phonics screening check.	Daily phonics teaching separate to the whole class with class teacher. 2x 20 minutes intervention with CM. Tuesday - 1.20 - 1.50 Wednesday 1.30 - 1.50	All children to be able to recognise all phase 3 sounds and blend them within words. This will be evidenced on their phase phonics assessments sheets. Begin to be able to blend the majority of words containing phase 4 adjacent constants. Be able to recognise all phase 4 tricky words.	 - All of the gaps that  had in phase 3 have now been filled.  he is confident at reading words with these sounds. She has also made great progress with her phase 4 adjacent constants and she has blended 12/12 correctly. She can recognise most phase 4 tricky words apart from some, were, when and there. She is recognising lots of the phase 5

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.
Significant Impact: 100% of PP children achieved the standard for word reading and comprehension in EYFS.	
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.
Moderate Impact: Monitoring of day to day class teaching shows that children are accessing good quality teaching and making progress from their starting points. PP monitoring for children shows that children are enjoying school. Progress across the class for the PP children was variable as demonstrated in their end of year results.	



Pupil Premium Books samples: 11.3.22

Monitoring Focus: Quality of work/ Standard of presentation/ Level of Challenge/ Progress in books:

Year 5	Strengths:
Maths Book:	One number one box is helping methodical working out and presentation. Good use of pictorial methods. Self-marking being used. Examples of CUC being used in back of the book.
	

English Book

Marking policy being adhered to.
Use of box planning
KPIs in back of book being used.
Sequences of writing- clear to see.
Presentation has been developed since the start of the year. (Handwriting sessions in the back of the book.



Curriculum Book

Use of the Overview sheet:

Examples of monitoring feedback and monitoring cycle for PP children directly.

Recent CSP / Peer review day has identified a few areas for development in class teaching around AFL.

Summary of findings/ recommendations

ASSESSMENT FOR LEARNING

- Consider strategies for assessing pupil understanding during inputs i.e. show my boards / rapid recall quiz / talk partners rather than a hands-up approach as this gave lots of the children an 'opt out' option (conversations between one pupil and teacher went on too long)

PACE OF LEARNING

- Develop mathematical inputs so the children are applying their knowledge from the beginning of a lesson. This could be achieved by improved questioning and making sure the learning intention is explicitly modelled.

CONCEPTUAL UNDERSTANDING

- Develop a whole school CPA strategy including use of manipulatives to support children to explain their thinking, calculate number problems and deepen their understanding of the four operations. This will create the necessary learning bridge from concept to abstract, and ensure the children aren't just relying on memory of method which can lead to hidden misconceptions.
- Invest in resources to support the whole school approach.

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.				
Moderate Impact: CPD development for reading has not had the impact that we would expect. Although children have made steady progress from their starting point for Benchmarking and in core statutory assessments this has not seen accelerated progress.								
Pupil's Name	Instructional level	Target	Term 4 - level tested	Percentage	Re-telling	Comprehension	Instructional level	Target
	19	Inference - why / how do you know?	21	99%	4E	45	21	Why questions
	22	Notice punctuation when reading aloud	23	94%	35	45	23	Pausing for punctuation
			24	96%	35	45	24	Break larger words up into chunks to decode
			24	97%	4E	55	24	Vocabulary
			25	98%	35	65	25	Inference
	25	Inference - why / how do you know?	26	96%	4E	65	26	Take time to understand what has been read - ask questions if not sure
			28	96%	4E	4U	27	Inference
			27	99%	35	65	27	Why questions
This is to be a clear target to be continued for the next academic year and is a prime part of the school's SDP for September 2022-23								
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.				
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.

Significant Impact:

Intervention Maps shows that PP children who have access to intervention groups in a wide range of areas are making good progress from their starting points. End of Year Data- will show the progress that they have made and current Term 4 data (see below) shows the children who are on track to achieve the expected standards.

Data is collected as part of the intervention maps and shows that children are doing well.



Class: 3 Term: 3

Group Intervention Map 2021-22

Name of Children:	Reason for group intervention: (Key barrier to learning)	Type and Duration of intervention: (Specific things Person who is running additional intervention)
SEN: [Redacted]	<p>Year 1 & 2 maths gaps.</p> <p>-To consistently recall number bonds to 20 and reason about associated facts (e.g. $18 + 4 = 20$, therefore $4 + 18 = 20$ and $10 + 10 = 20$).</p> <p>-Adding two digit numbers when exchanging 10 ones for 1 ten using the partitioning method as details below, and the column method.</p> <p>e.g. $34 + 28 = \underline{\quad}$</p> <p>First I partition 28 into 20 and 8.</p> <p>$34 + 20 = 54$</p> <p>$54 + 8 = 62$</p> <p>As above subtracting a 20 from a 20 when exchanging 1 ten for 10 ones (partitioning and column method).</p> <p>-On Step 7 learn to consolidate 3+8, 3+9, 4+7, 4+8, 5+5.</p> <p>-Review step counting in 5s leading into learning the multiplication</p>	<p>JM 2 times a week for 20 mins.</p>

Graduated Approach: Assess Plan Do Review

Key Barriers to Learning:	Provision:	Interventions and outcomes:	End of Term 3:																																										
See above	Assess, Plan, Do, Review, what and when, including time and location	Assess, Plan, Do, Review, what and when, including time and location	Assess, Plan, Do, Review, what and when, including time and location																																										
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Group Intervention Map 2021-22			
Year Group: 4 and 5		Term: 3	Focus: Reading
Graduated Approach: Assess Plan Do Review			
Name of Children:	Key barriers to learning:	Provision:	Target outcomes by the end of term:
SEN Map Positive	(include entry assessment scores if relevant)	(Who, what and when, including time, duration and person running intervention)	(Specific, Measurable, Attainable, Realistic, Time-bound)
SEN Map Positive	All children identified as being well below age-related expectations for reading. Some have low levels of reading. Progress is slow.	15 mins per child weekly with Mrs Morgans to supplement in-class group guided reading and any other volunteer reading. Using Paired Reading method: - Aims to take the frustration and stress out of reading and make it more enjoyable. - The Reader is in control. The reader chooses what to read and when they want to read independently. - The Helper does not do any teaching; they support and encourage the reader as they practise their skills. - Directions must be followed exactly. - Reader has free choice of what to read.	- Improved reading confidence/enjoyment and fluency - Progress in reading skills as assessed through Benchmarking – closing gap with peers


Examples of Intervention Maps that shows the clear identification of barriers to learning.

Year 6 PP children made clear progress across the year in arithmetic and number work. Year 6 SATs results showed a clear progression.

Elm Class Year 6

Maths – Term 2 – 2021/2022




Paper 1: 40 marks; Paper 2: 35 marks; Paper 3: 35 marks [61 marks = 100]

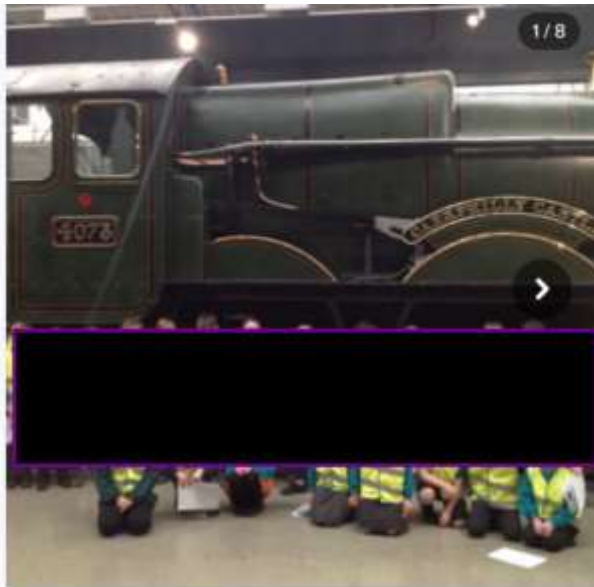
	Arithmetic 2018 T2	T3	End of Year SATs			
	27	35 + 8	40			
	22	17 – 5	30			
	29	34	37			
	23	30 + 7	34			
	14	26 + 12	32			

Across the year children made excellent progress with the core skills in Maths Arithmetic.

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.	<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. 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>
Significant Impact: For those PP children who need to access the support of Vicky Borel they have received this support. Behaviour incidents involving PP children is significantly low. Key PP families have worked with Vicky Borel for example T family.	

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.
<p>Significant Impact: PP Attendance up to the end of Term 4: 93.8 v Non PP 93.64 which for the first time in a number of years PP children. Some individual children have shown an increase compared to previous years. End of Year Attendance Data: PP children attendance is higher than non pupil premium for the first time over the last seven years. End of Year: PP children 94.21 % v NON PP 93.8 % - first time ever that PP children are exceeding Non-PP children Attendance will continue to be a key target for the next academic year.</p>	
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.
<p>Significant Impact: PP children SEND needs are identified and support given early. Of the 20 PP children: 2 children have an EHCP. 1 child is identified as receiving SEN support intervention. 1 child is currently having Thrive sessions. This early help support has been crucial in moving forwards and parents are involved in this. One family had significant support with families plus through ART, this proved to be successful with Families plus signing the family off their support plan.</p>	
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.
Curriculum Showcases have been developed for children to share the curriculum work. A number of PP families were able to attend and this was a successful event.	

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.
Moderate Impact: PP children have been selected as learning councillors and have had the opportunity to show visitors around school, be involved in interview days. Classroom observations show that PP children are engaged in their learning and interacting with the class teacher.	
<p>Maths Book: Clear examples of steps – although mainly reaching step 3. Presentation on the whole good.</p>  <p>Example of marking and feedback policy: A few examples of both using explanations to reinforce his understanding.</p> 	<p>Curriculum Book: No Connected Curriculum book collected.</p> <p>Developments: How can Seth access problem solving and reasoning more often? He is consistently reaching step 3- should he be starting there? How is assessment being used to move him on? English: Tick the LO- sometimes the LO is not ticked.</p>  <p>New book – check the use of KPIs moving forwards. How do we follow up next steps of 'Think for Pink.' (see photo)</p>
WS 5	Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations.



A brilliant trip to the STEAM museum in Swindon! Just a small selection of photographs from the Year 5 and 6 trip on Friday. As always (and as was commented on by staff members at the museum) the children were impeccably behaved, showed great enthusiasm and knowledge and demonstrated all our Flying High



What a super day at the zoo! 🐘 🦁 🦒

The children were an absolute credit to St Helens yet again. We enjoyed an African animal workshop and at the end the lady running it said 'your class are the best behaved class I've seen'. That made me a super proud teacher! 🌟

We saw lots of amazing animals from afar and got to meet a snake and a hissing cockroach up close. We also got to stroke a baby

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.

Significant Impact: Examples of the curriculum showcase and the involvement of parents to come into school to look at children's work and activities.



Examples of parents in school watching Dance performances T4. Curriculum Showcase work in Term 4 with the school opened up to parents. Specific one to one conversations were held with PP families to encourage them into school.

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.
Significant Impact: Attendance at MACE meetings and Compass liaison enables early help to be signposted when needed to do so for some of our PP families.	

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
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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Mastery Learning: <i>'mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.'</i>	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. 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. Cost: Maths subject leadership team: £36 x 1 hr x 39 weeks: = £1,404
HQT 2 Children in EYFS and Year 1 have a poor understanding of place value and number	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Mastery Learning: <i>'mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.'</i>	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>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</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>Clear interventions are developed for those children who will need to develop specific phases of sounds.</p>

phonics knowledge-in EYFS and Year 1 in order for children to develop their reading skills.	<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>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>
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.	Development of partnership Oracy project working alongside consultant Vicky Gordan, to develop high quality oracy work across the school.	<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>
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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	<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.</p> <p>Senior Leaders Release time: No cost:</p>
HQT 8 All children including PP children will have high quality guided reading sessions to enable children to	Use of evidence based interventions around Benchmarking sessions.	Children receive high quality guided reading sessions in order to develop their reading skills.

make very good progress with their reading from their starting points.		KS2 Reading interventions: 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
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	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.	Individual booster and catch up sessions are delivered to enable children to develop their arithmetic skills. £36 x 1.25 hours per week x 32 weeks. (Term 2 from baseline assessment.) £1,440
TAS 2 Children develop a clear understanding of number facts and develop their fluency in number. <i>Children lack the quick recall and fluency to work with multiplication facts and have difficulty in recalling related division facts.</i>	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 when previous interventions have been put in place.	Children are given regular weekly opportunity to rehearse multiplication facts in school.
TAS 3 Reading interventions are held in relevant year groups.	Evidence around reading interventions: As above	PP children's benchmarking reading levels to be improved through high quality interventions led by class teachers and TAs. All children including PP improve their Benchmarking assessment levels and

		<p>make good progress from their previous years assessment.</p> <p>Reading Interventions across the school.</p> <p>£16 x 1 hr x 39 weeks = £624</p>
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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
<p>WS 1</p> <p>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</p> <p>Difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.)</p> <p>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		
Very poor attendance and other family issues that need supporting.	Evidence from previous NFER research on improving attendance in schools.	Pupil Premium Children's attendance is in line with their peers.

Children's attendance is improved from previous years and school life average. Previous attendance data shows that some PP children have a history of very poor attendance and other family issues that need supporting.		<p>All Pupil Premium children's attendance is monitored carefully and meetings 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. £2,000</p>
WS 3		
<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>	Early identification of needs enables support to be put in place.	<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>
WS 4		
Attitudes to learning-some PP children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially	<p>Children are able to work well in school when self regulated. 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>
WS 5		
<i>Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations.</i>		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.

		Cost of Trip and Uniforms, Payment for Breakfast club. £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

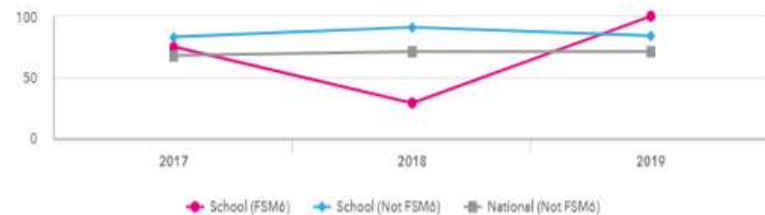
<https://www.sthelensprimary.org.uk/assets/Documents/Attachments/Catch-Up-funding-20-21-Impact-Report-for-Website-.pdf>

[Black Box Data Overview for PP children:](#)

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.

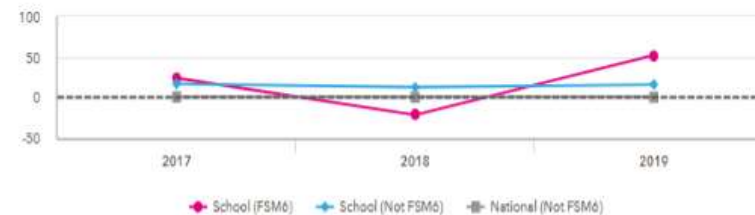
KS2 attainment for disadvantaged pupils 2019

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



KS2 progress for disadvantaged pupils 2019

% Expected standard+ (Re, Wr, Ma) ✓



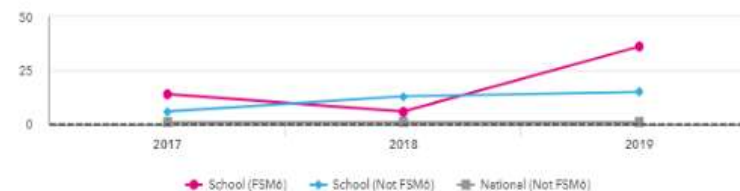
KS2 attainment for disadvantaged pupils 2019

% Expected standard+ Reading DFE ✓



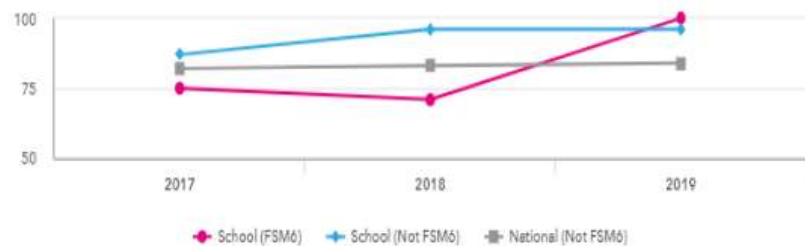
KS2 progress for disadvantaged pupils 2019

% Expected standard+ Reading ✓



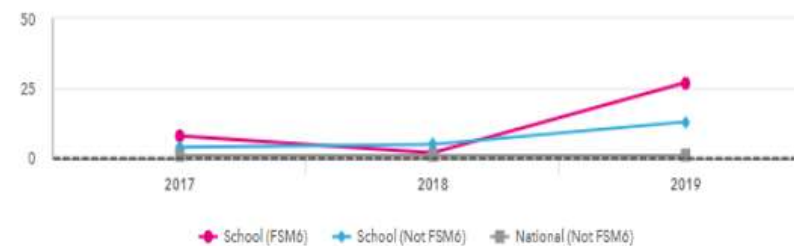
KS2 attainment for disadvantaged pupils 2019

% Expected standard+ Writing DFE ✓



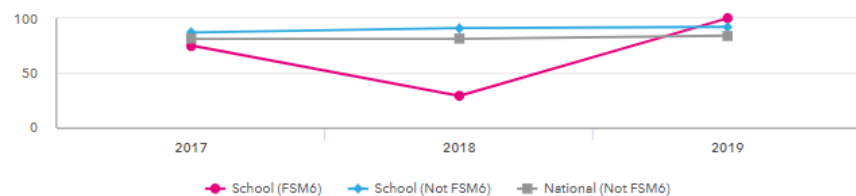
KS2 progress for disadvantaged pupils 2019

% Expected standard+ Writing ✓



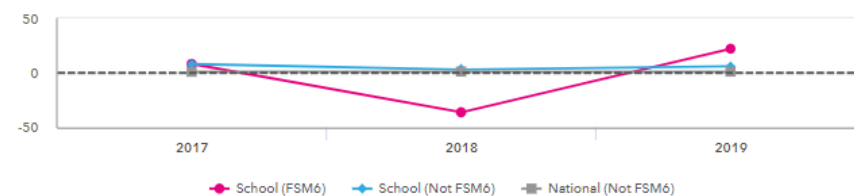
KS2 attainment for disadvantaged pupils 2019

% 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 ✓



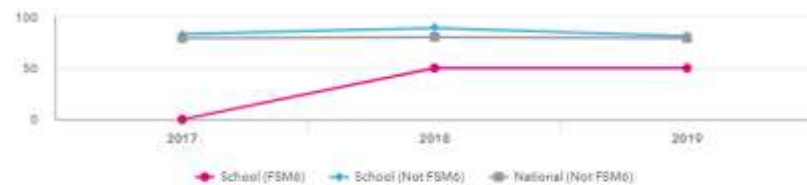
KS1 progress for disadvantaged pupils 2019

% Expected Standard + Writing ✓



KS1 attainment for disadvantaged pupils 2019

% Expected Standard + Maths DFE ✓



KS1 progress for disadvantaged pupils 2019

% Expected Standard + Maths ✓



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.

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.

