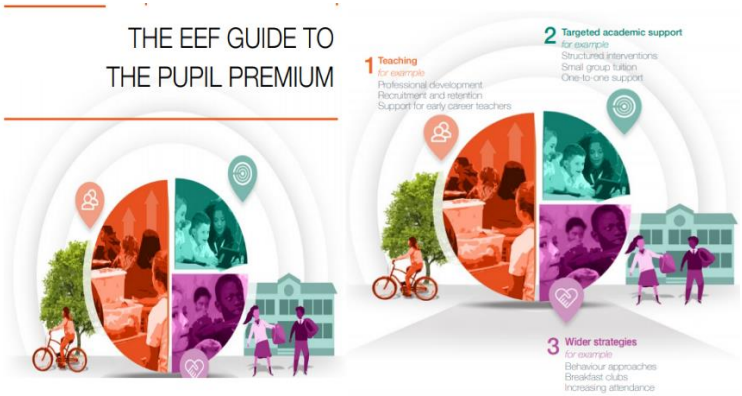
St Helen's Pupil Premium Action Plan and Strategy 2021-24

Year 2 2022-23 Review and 2023-24 Revised Targets: Year 3

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.

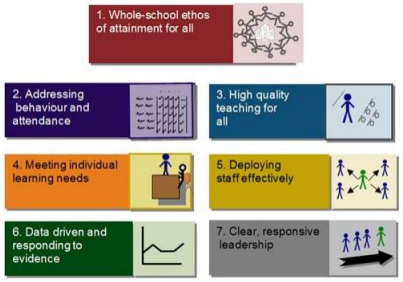
What is the most effective way to support disadvantage pupils' achievement?



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:

Figure 2: Building blocks for 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

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 Updated September 2023 for the academic year 2023-24.

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 – July 2023 September 2023- July 2024
Date this statement was published	October 2021 Updated October 2022 Version 3 October 2023
Date on which it will be reviewed	Targets and achievements shown in highlighted.

	Strategy Plan Review September 2022 for impact of Year 1. Reviewed and re-drafted October 2022 Reviewed September 2023:
Statement authorised by	Kelvin Chappell
Pupil premium lead	Kelvin Chappell
Governor / Trustee lead	Curriculum and Standards Governors committee.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	September 2021 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 New PP funding 2022-23 September 2022 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= £21,380 September 2023 X children in receipt of FSM £1,455 X children Ever Six x £1,455 X children LAC / Post adoption x £2530 X children Service Premium x £335 **Total funding available to school 2023-24 £ 22,810**
Recovery premium funding allocation this academic year	Not applicable this academic year 2023-24
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	

Part A: Pupil premium strategy plan

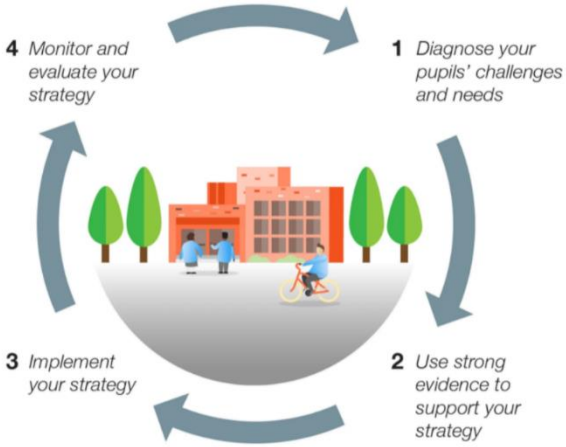
Statement of intent: Updated September 2023

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. We aim for all our children to be Flying High and in particular those children who are in receipt of Pupil Premium.

Challenges

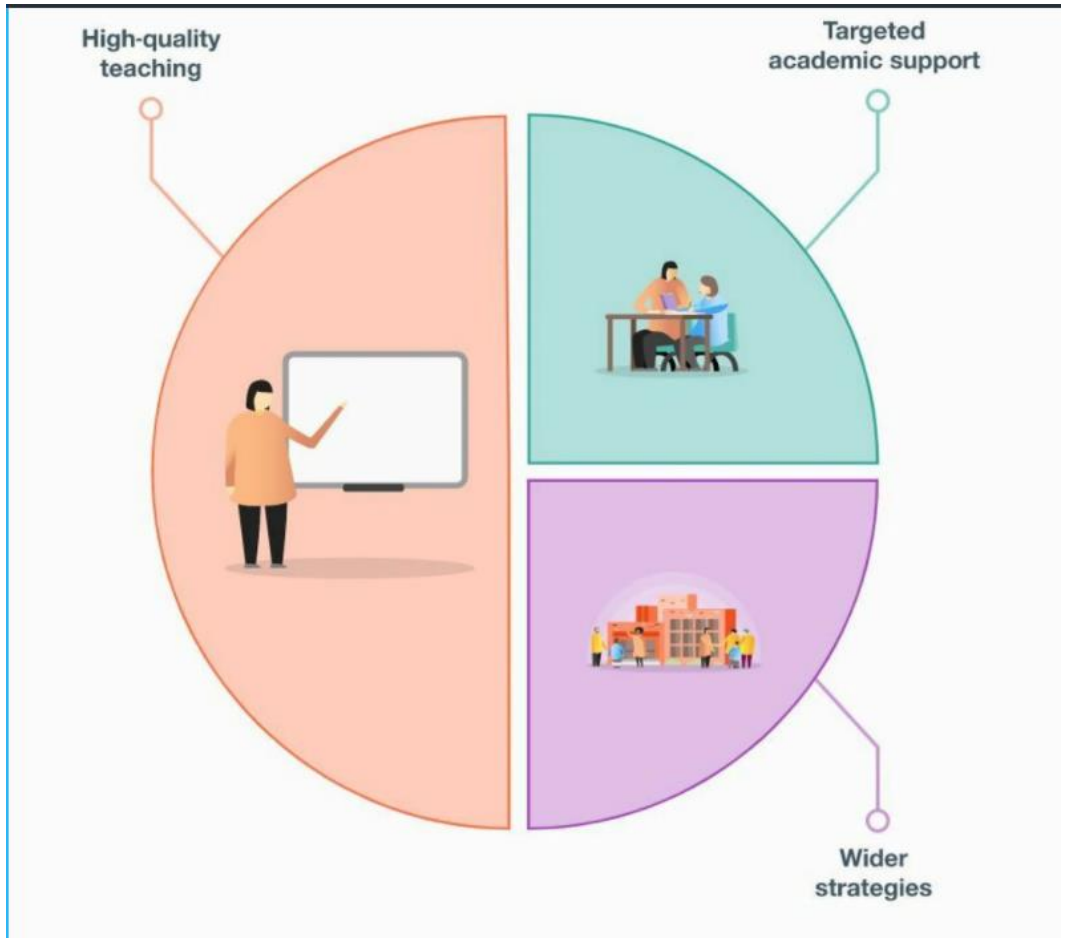
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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 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)	**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. 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.
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.


High-quality teaching
Targeted academic support
Wider strategies

This 3 year plan will be reviewed and rag rated for the impact of the Pupil Premium plan: Rag Rating for Year 2 2022-23 of 3 year strategy Pupil Premium Plan.

Significant Impact	Evidence shows that the impact is significant for example targeted PP children have made significant accelerated progress.
Moderate Impact	Evidence shows that the impact is moderate for example targeted PP children have made some progress in line with their Non PP peers.
No Impact	Evidence shows that there has been no measurable impact on targeted PP children and their families.

2022-23 Key Targets Updated

Challenge number	Detail of challenge – High Quality Teaching 2022-23 Key Targets:
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 and RWI at the core of Early Reading development.
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. Parents of children with PP are not reading with their children.
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. PP children receive reading interventions to accelerate their reading skills. Identification of PP children and those children who are priority readers.
	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.
WS 8	Developing access to extra –curricular and lunchtime clubs for all PP to experience across the year.

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. **See achievement of PP children at end of report data:**
Children lack the quick recall and fluency to work with multiplication facts and have difficulty in recalling related division facts. 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.	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.

Teachers CPD led by subject leader for developing children's Times tables.	

2022-23 Review HQT:

Evidence includes:

External validation across the year was seen during local CSP (challenge school partner) and a local authority review. See extracts below and full documentation.

Peer Review CSP: Quality of teaching:

The sessions observed during the learning walk confirmed that there is a much greater consistency around the delivery of phonics: agreed approaches, shared language for example red words, special friends and use of resources. There is good evidence the school is maintaining fidelity to the chosen scheme [redacted]

familiar with the skill with lots of repetition and opportunity to practice one skill at a time. Good practice, particularly within Y3 was observed which demonstrated an ambitious approach for learners within the class. The 'desired' approach was observed within Y3 and Y4. Upper Key Stage two was more focussed on how to answer questions (SATs style) and both teachers had a rationale for this. The year 5 teacher showed a particular enthusiasm for reading and was very clear in her instruction which gave the children a clear model for answering a question by exploring 'show not tell' approach for inference. There was some good purposeful partner talk observed, and the children were 'active' participants within the lesson.

The children spoken with do have an understanding of the skills involved with answering questions about a text but the implementation is in the early stages, and if the school wishes the responses and understanding to be at a much deeper level further work on building answers by putting skills together (at an age appropriate level) would be beneficial.

Local authority review July 2023 identified that there was good practice across the school which impacts on the PP children in school.

Writing

Attitudes to learning are positive in lessons. Children are well engaged and contribute enthusiastically. They are articulate in explaining their learning to class visitors.

Writing books across the year groups include a good range of writing to explain, inform and persuade. There has been external moderation with the hub supported by a consultant.
Work scrutiny indicates that elements around composition of writing are strong. For example, in Year 6 writing for a more able pupil, writing was appropriate to purpose and audience, with examples of varying formality and effective use of figurative language where appropriate.

Effective teacher subject knowledge was evident from pupils' work on composition. Use of tenses, manipulation of grammar and focus on varied sentence structure comes through strongly. This demonstrates impact of the work leaders have done on improving grammar.

Aspects of punctuation are strong such as commas for lists and fronted adverbials. There are some that need further consolidation such as speech punctuation and apostrophes for possession.

Handwriting and presentation are generally strong.

There is strong evidence of rapid progress since the introduction of the phonics scheme, for example, school assessment identified year 1 as needing to continue the phonics programme into year 2 and this resulted in the majority moving onto guided reading. Leaders have identified fluency as the barrier for those children making less progress and this correlates with children who read less frequently at home. The school are working to compensate with reading in school, but further engagement of hard-to-reach parents could be a next step. In 2022 90% passed the PSC but the school assessments identified areas of weakness when these children moved into year 2, this leads to a question around a possible mismatch between PSC and RWInc. assessments, or a question around the progress of children in year 1 and 2 beyond the PSC expectations that could be investigated by leaders.

Across the year despite a lot of teacher changes due to maternity leaves etc the quality of teaching was deemed good and children across the year made good progress from their starting points.	
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.	Children in EYFS meet expected standards in Number or make good progress from their starting points. (See individual targets set.) 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. PP children in Year 2 meet the EXS standards. **Target 2022-23** **All PP children in KS1 achieve EXS in Maths. In Year 2 SATs 100% of children achieve**
2022-23 There were no PP children in Year 2 so this date is not available. PP children in Year 1 33% achieved the EXS 2 out 3 have significant needs. In EYFS 100% of children who were PP achieved a GLD in Maths in both strands. Maths across the school in KS1 was deemed to be good in observations. Data analysis shows that the majority of children across KS1 are achieving the number and place value objectives. See data analysis at the end of the report.	
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 and RWI at the core of Early Reading development.
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. Parents of children with PP are not reading with their children.

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. 2022-23 PP children achieve 66% of Year 1 children are targeted to pass Phonics standards. (One child not targeted due to global learning delay)

Significant Impact: 2021-22

2022-23

EYFS 1 child achieved GLD in writing. 100%

Year 1 Phonics33% achieved EXS standard in phonics 1 / 3. Two other children had significant needs.

Year 2 No PP children

Year 6: 100 % of PP children- achieved EXS including 50% reaching GDS. This was very pleasing and the progress score was significant for one particular child.

Benchmarking and reading data across the school (see internal data.) Data shows that the majority of PP children have made good progress from their starting points. See example of BM data for Pupil Premium Children:

End of Y4	Book band	T1 Level assessed	Percentage	Retelling	Comp	Level	T2 Level assessed	Percentage	Retelling	Comp	Level	T3 Level assessed	6 Level to assess	Percentage	Retelling	Comp	Level	Book bar
15 - not assessed since Apri	Orange	19	98%	3S	4S	19	21	95%	3S	4S	21	23	24	99%	4E	5S	24	Silver
17	Turquoise	19	97%	3S	5S	19	21	98%	4E	5S	21		26	100%	4E	8E	27	Ruby
23	Silver	25	97%	4E	5U	23	25	95%	1U	6S	23	25	27	97%	4E	6S	27	Ruby
23	Silver	25	90%	1U	4U	23	24	99.5%	2U	2U	23	24	27	99%	4E	8E	28	Ruby
19 - not assessed since Apri	Purple	21	97%	3S	5S	21	23	98%	4E	3U	21	23	30	97%	4E	6S	30	Sapphir
24 - not assessed since Apri	Silver	25	96%	3S	5U	24	25	99%	3S	4U	24	25	29	99%	4E	8E	29	Sapphir
25 - not assessed since Apri	Emerald	27	99%	4E	4U	25	27	98%	3S	5U	25	27						
24	Silver	25	98%	3S	4S	25	27	98%	2U	4U	25	27						
22	Gold	25	97%	4E	7S	25	27	97%	4E	6S	27							

Example of some of the progress made by PP children across the school for reading through their benchmarking assessments.	
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.	Target 2022-23 All PP children in EYFS achieve EXS standard in reading. All PP children in Year 1 achieve the Phonics standard.
Moderate Impact **2022-23** 33% of children achieved the phonics standard. Although the progress of these children from the start of the year was very good. (Cut in)	
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: 2022-23 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. Examples of monitoring feedback and monitoring cycle for PP children directly. . 2022-23 External validation of CSP and LA review shared that there were good systems in place for Guided Reading and tracking of children in phonics was a particular highlight. See above extract and internal documentation.	

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.
2022-23 CPD development for reading has been given and through joint work with St Mary's Guided Reading in KS2 changed to develop a clearer sequence, with a focus on clear skills. Impact of new guided reading to be measured as system introduced in January 2023. Reading was identified as being successful in CSP visit and now a reading for pleasure strand to be developed as part of the school's SDP.	
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. Examples of Intervention Maps that shows the clear identification of barries to learning 2022-23 Examples of specific interventions held, shows that some children in receipt of PP were able to make good progress in arithmetic and Year 4 MTC. 2 x PP children in Year 4 MTC scored: 20+ in MTC.	
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.) Target Year 2022-23 PP children with SEMH needs receive additional help and support for example Vicky Borel mentoring, Thrive sessions with Helen Hardy and Coral Mclean.
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 number of children with examples of low levels of disruption, is minimised. Children are able to work in a calm and purposeful manner,

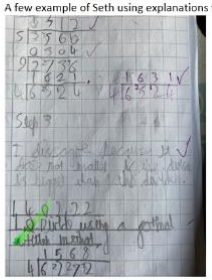
	enabling them to make good progress. Introduction of whole school approach with Thrive being introduced. Work with VB is commissioned to enable children to work alongside a behaviour and emotional specialist. Development of whole school provision of Thrive.
Significant Impact: For those PP children who 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. Collect Pupil Voice for the end of year report. 2022-23 Vicky Borel continues to work with a number of PP families to pick up early help and support the parents with additional parent advice. PP children behaviour is deemed to be good from learning walks and children conferencing.	
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.
Significant Impact: 2021-22 PP Attendance up to the end of Term 6: 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. (Show attendance data work) Moderate Impact 2022-23 PP attendance was broadly in line- with other groups and in a number of small cases persistent absence was high. In these individual cases the EWO was used to support the families. This was a particular difficulty in Year 5 and is something that will continue to be monitored in the following year.	
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.

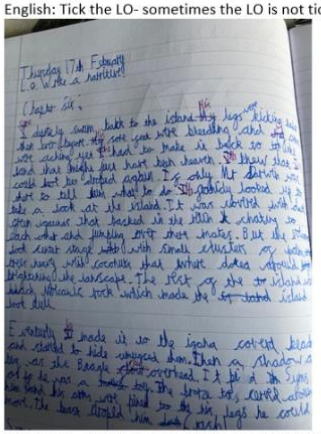
Significant Impact:

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.

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.

Maths Book	Clear examples of steps – although mainly reaching step 3. Presentation on the whole good. Example of marking and feedback policy A few example of Seth using explanations to reinforce his understanding. 

Curriculum Book	No Connected Curriculum book collected.
Developments:	[redacted] 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.  New book – check the use of KPIs moving forwards. How do we follow up next steps of 'Think for Pink.' (see photo)

WS 5	**Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations.**

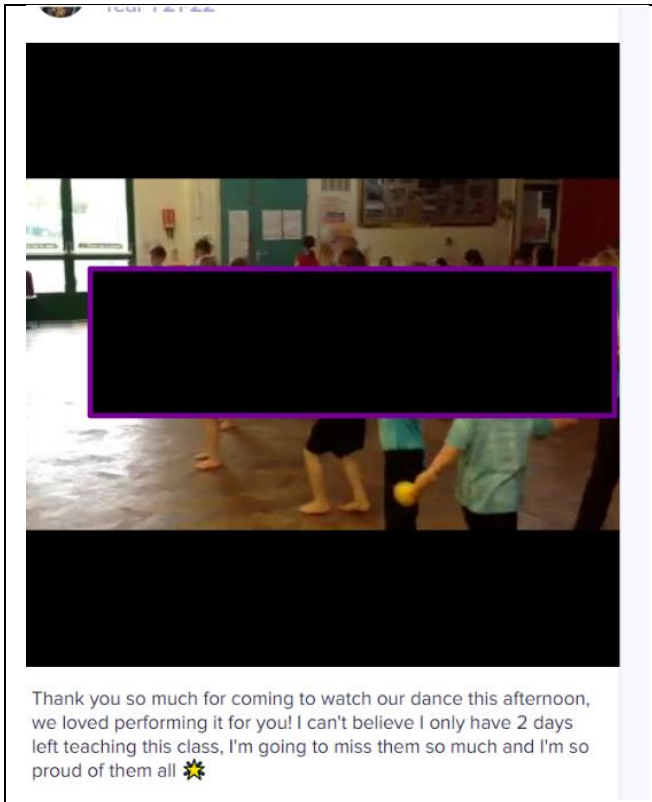
A brilliant trip to the STEAM museum in Swindon! Just a small selection of photographs from the Year 5 and 6 trip on Friday. As always (and as was commented on by staff members at the museum) the children were impeccably behaved, showed great enthusiasm and knowledge and demonstrated all our Flying High

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

2022-23 All children continue to receive assistance for trip if they need to have this.

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.

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.

2022-23

A couple of PP children have received EHAP support through early help- this early help has enabled us to ensure that their attendance is still high, and the children are in school enabling us to ensure that they make good progress.

Activity in this academic year 2023-24

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: *'Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.'*	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: 'Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.'	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.

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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 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. 4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	Guided reading sessions are consistent across the school and CPD staff meetings have been developed. Release time for Subject leader to monitoring the effectiveness of Guided Reading and the Benchmarking assessments that are completed. Cost: Reading subject leadership team: £36 x 1 hr x 18 weeks- release time to monitor standards in Reading. = £648
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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 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. 4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	Clear interventions are developed for those children who will need to develop specific phases of sounds. TA led interventions specifically focussing on Early reading. This is developed as part of catch up and pupil premium funding. 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

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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 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. 4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	Clear interventions are developed for those children who will need to develop specific phases of sounds. TA led interventions specifically focussing on Early reading. This is developed as part of catch up and pupil premium funding. TA: £16 x 5 hr per week x 39 weeks £3,120
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.	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. Leadership release time to develop Oracy programme across the year. £36 x 1 hr x 6 full days. (Termly work.) £1,080
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	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. Continued CPD via Core Subject Leaders. Senior Leaders Release time: No cost:

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.	Use of evidence-based interventions around Benchmarking sessions.	Children receive high quality guided reading sessions in order to develop their reading skills. KS2 Reading interventions: Year 6: £16 x 5 hours x 39 weeks. £3,120

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. *Children lack the quick recall and fluency to work with multiplication facts and have difficulty in recalling related division facts.*	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 rehears 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 make good progress from their previous years assessment. Reading Interventions across the school. £16 x 1 hr x 39 weeks = £624

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

Budgeted cost: £ *See below.*

Challenge number(s) addressed	Evidence that supports this approach	Activity
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 Difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.) Some children have difficulties in regulating their emotions. 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 work well in school when self-regulated. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Behaviour Interventions are shown to have a significant impact.	The number of behaviour incidents outside the classroom reduce and the number 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. £125 full day support x 19 weeks. = £2,375 Thrive TA support: £16 x 2.5 hr x 39 weeks. = £1560 Thrive Leaders support: £39 x 2.5 hr x 39 weeks.

		= £3,803.50
WS 2		
Very poor attendance and other family issues that need supporting. 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.	Evidence from previous NFER research on improving attendance in schools.	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. Continued work with EWO package and office staff with remit on attendance. £2,000
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.	Early identification of needs enables support to be put in place.	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. £36 x 2.5 hours x 39 weeks = £3,510 including monitoring of attendance.
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 work well in school when self-regulated. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Behaviour Interventions are shown to have a significant impact.	Children are able to take risks and have a go at activities. Developing their perseverance skills. No cost:
WS 5		
Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations.		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		
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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement 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	Parents feel engaged in their children's learning and systems are in place to encourage parents to work alongside their children. Opportunities throughout the year for parents to attend sessions in school and

	times) might create opportunities for parents of older pupils to engage with the school.	workshops. Eg Art gallery, phonics sessions. No cost:
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. *Developing access to external agencies for specific families and support.*	Parents are supported and children are able to access their school provision with the right levels of parental engagement.	Families and children are supported via external support and children's own internal support. Leadership time: £36 x 1 hr per week x 39 = £1,404

Total budgeted costs for 2022-23 (£23,405)

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 2022-23 academic year. Please note that KS2 provisional data will be revised in the September checking exercise.

2022-23 Academic attainment of Pupil Premium Children: Impact of work:

Key Stage 2 Attainment

***Please note that overall results are from a cohort of 30 when 29 children were on roll. The overall results should have another 3% added on.**

Maths Outcomes

	Cohort	EXP+ %	LA Av 2023 EXP+ %	Nat Av 2022 EXP+ %	High %	LA Av 2023 High %	Nat Av 2022 High %	Av. Sc	LA Av 2023 Av. Sc	Nat Av 2022 Av. Sc
All	30	73%	72%	71%	27%	23%	22%	97.8	95.6	104.0
CiC	0	0%	30%	0%	0%	0%	0%	0.0	8.3	0.0
EAL	0	0%	77%	75%	0%	34%	28%	0.0	72.7	105.0
Female	14	71%	72%	71%	36%	19%	20%	91.3	93.9	103.0
Male	16	75%	73%	72%	19%	26%	25%	103.5	94.4	104.0
Non PP	28	71%	77%	78%	25%	26%	27%	96.9	96.6	105.0
PP	2	100%	48%	56%	50%	9%	12%	111.0	86.2	101.0

RWM Combined

	Cohort	EXP+ %	LA Av 2023 EXP+ %	Nat Av 2022 EXP+ %	High %	LA Av 2023 High %	Nat Av 2022 High %
All	30	63%	58%	59%	10%	5%	7%
CiC	0	0%	20%	0%	0%	0%	0%
EAL	0	0%	55%	61%	0%	7%	8%
Female	14	57%	61%	63%	21%	6%	9%
Male	16	69%	55%	55%	0%	5%	6%
Non PP	28	61%	63%	66%	11%	6%	9%
PP	2	100%	35%	43%	0%	1%	3%

Reading Outcomes

	Cohort	EXP+ %	LA Av 2023 EXP+ %	Nat Av 2022 EXP+ %	High %	LA Av 2023 High %	Nat Av 2022 High %	Av. Sc	LA Av 2023 Av. Sc	Nat Av 2022 Av. Sc
All	30	73%	72%	75%	30%	28%	28%	99.3	96.2	105.0
CiC	0	0%	30%	0%	0%	10%	0%	0.0	8.4	0.0
EAL	0	0%	66%	73%	0%	26%	27%	0.0	69.0	104.0
Female	14	64%	74%	80%	36%	28%	33%	92.6	96.0	106.0
Male	16	81%	70%	70%	25%	27%	23%	105.3	93.7	104.0
Non PP	28	71%	76%	80%	29%	30%	33%	98.4	97.2	102.0
PP	2	100%	53%	62%	50%	14%	17%	113.0	86.5	106.0

Writing Outcomes

	Cohort	EXP+ %	LA Av 2023 EXP+ %	Nat Av 2022 EXP+ %	High %	LA Av 2023 High %	Nat Av 2022 High %
All	30	73%	71%	69%	10%	9%	13%
CiC	0	0%	60%	0%	0%	10%	0%
EAL	0	0%	65%	70%	0%	9%	13%
Female	14	79%	78%	76%	21%	11%	16%
Male	16	69%	65%	63%	0%	7%	10%
Non PP	28	71%	75%	75%	11%	10%	16%
PP	2	100%	52%	55%	0%	3%	6%

Pupil Premium children in Year 6 outperformed their non PP peers in some areas although this is based on two children.

Key Stage 1 attainment

No Year 2 PP children

Year 1 Phonics

Phonics - Results 2023

	Cohort	No. Exp. Std	% Exp. Std	LA Av 2023	Nat Av 2022
All	30	27	90%	82%	75%
CiC	1	0	0%	57%	
EAL	3	3	100%	78%	75%
Female	16	16	100%	84%	79%
Male	14	11	79%	79%	72%
Non PP	27	26	96%	84%	80%
PP	3	1	33%	64%	62%
SEND E	2	0	0%	40%	19%
SEND K	2	1	50%	45%	44%
SEND N	26	26	100%	86%	82%

EYFS Attainment

St Helen's Primary School

Early Years Foundation Stage Profile -

EYFS GLD %

	Cohort	GLD	School	LA Av 2023	Nat Av 2022
All	30	25	83%	71%	65%
CiC	0	0	0%	0%	0%
EAL	4	4	100%	62%	67%
Female	17	13	76%	77%	72%
Male	13	12	92%	65%	59%
Non PP	29	24	83%	73%	74%
PP	1	1	100%	48%	56%
SEND E	1	0	0%	2%	4%
SEND K	0	0	0%	20%	23%
SEND N	29	25	86%	77%	71%

2021-22 Academic attainment of Pupil Premium Children: Impact of work:

The attainment of Pupil Premium Children in the statutory assessments was encouraging and continued the good upwards trend for disadvantage children over the last few years.

Year 6: Reading Writing Maths

		Reading								
	Cohort	Exp Std	Nat Av 2019	LA Av 2022	High Std	Nat Av 2019	LA Av 2022	Av. Sc	Nat Av 2019	LA Av 2022
PP	5	80%	62%	60%	0%	17%	15%	103.2	101.9	101.5
All	31	77%	73%	74%	26%	27%	28%	104.8	104.4	104.7
Non PP	26	77%	78%	78%	31%	31%	31%	105.2	105.5	105.4

	Writing					
	Exp Std	Nat Av 2019	LA Av 2022	High Std	Nat Av 2019	LA Av 2022
PP	80%	68%	48%	0%	11%	4%
All	77%	78%	68%	10%	20%	10%
Non PP	77%	83%	73%	12%	24%	11%

	Exp Std	Nat Av 2019	LA Av 2022	High Std	Nat Av 2019	LA Av 2022	Av. Sc	Nat Av 2019	LA Av 2022
PP	100%	67%	52%	40%	16%	8%	105.6	102.5	100.0
All	81%	79%	73%	23%	27%	22%	105.3	105.0	103.9
Non PP	77%	84%	78%	19%	32%	25%	105.3	106.1	104.7

Year 6 PP children outperformed Non PP.

Reading, Writing and Maths Combined							
	Cohort	Exp Std.	Nat Av 2019	LA Av 2022	High Std.	Nat Av 2019	LA Av 2022
PP	5	60%	51%	35%	0%	5%	2%
All	31	68%	65%	57%	10%	11%	5%
Non PP	26	69%	71%	62%	12%	13%	6%

Year 2:

	% Expected Standard or Above															
	Cohort	No Reading	% Reading	Nat Av 2019	LA Av 2022	No Writing	% Writing	Nat Av 2019	LA Av 2022	No Maths	% Maths	Nat Av 2019	LA Av 2022	No RWM	% RWM	LA Av 2022
PP	1	1	100%	62%	46%	1	100%	55%	39%	1	100%	62%	50%	1	100%	35%
All	30	19	63%	75%	70%	22	73%	69%	64%	21	70%	76%	72%	15	50%	59%
Non PP	29	18	62%	78%	74%	21	72%	73%	68%	20	69%	79%	76%	14	48%	63%
Boys	15	7	47%	71%	67%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Year 1Phonics Outcomes:

Phonics - Results 2022

Year 1

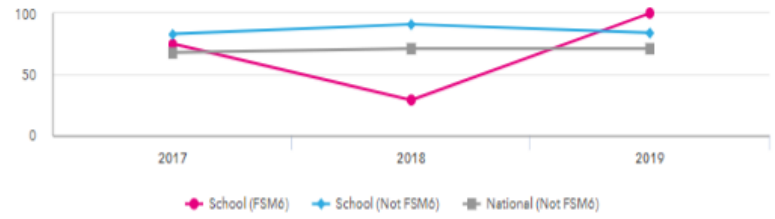
	Cohort	No Exp. Std	% Exp. Std	Nat Av 2019	LA Av 2022
PP	1	1	100%	71%	60%
All	30	27	90%	82%	79%
Non PP	29	26	90%	84%	82%

EYFS Outcomes:

		EYFS GLD %			
	Cohort	GLD No.	GLD %	Nat Av 2019	LA Av 2022
PP	2	1	50%	57%	53%
All	29	20	69%	72%	70%
Non PP	27	19	70%	74%	71%

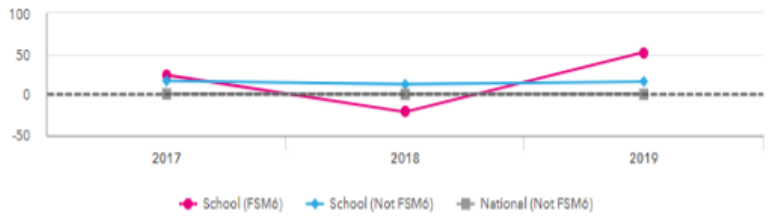
KS2 attainment for disadvantaged pupils 2019

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



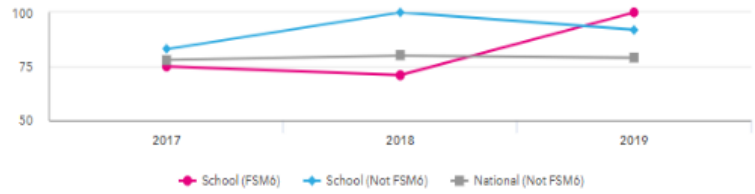
KS2 progress for disadvantaged pupils 2019

% Expected standard+ (Re, Wr, Ma)



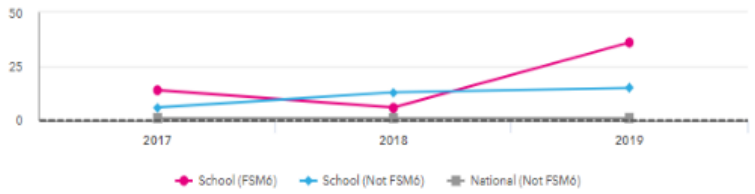
KS2 attainment for disadvantaged pupils 2019

% Expected standard+ Reading DFE



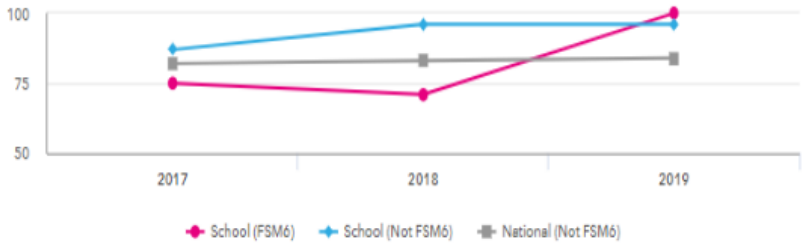
KS2 progress for disadvantaged pupils 2019

% Expected standard+ Reading



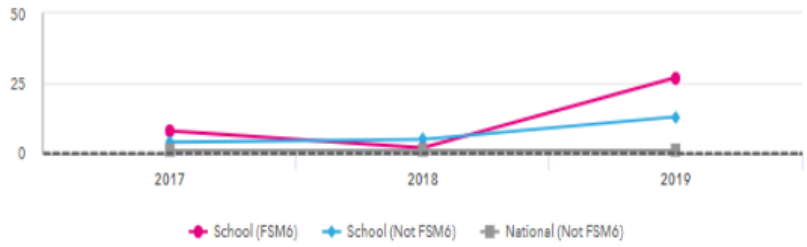
KS2 attainment for disadvantaged pupils 2019

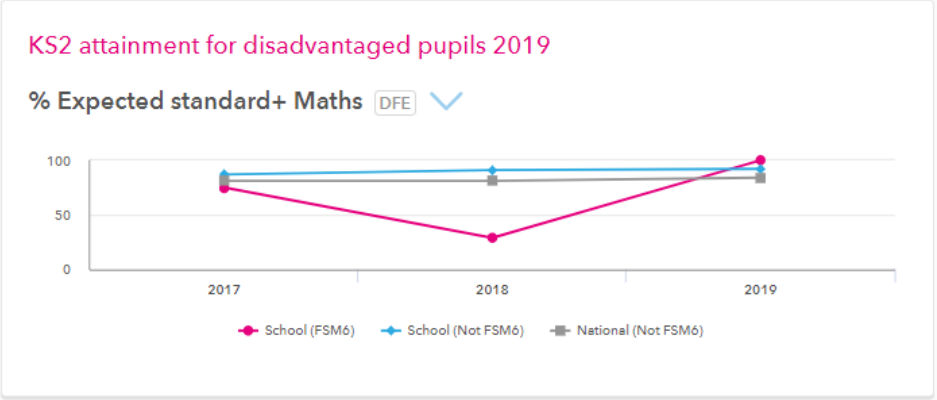
% Expected standard+ Writing DFE

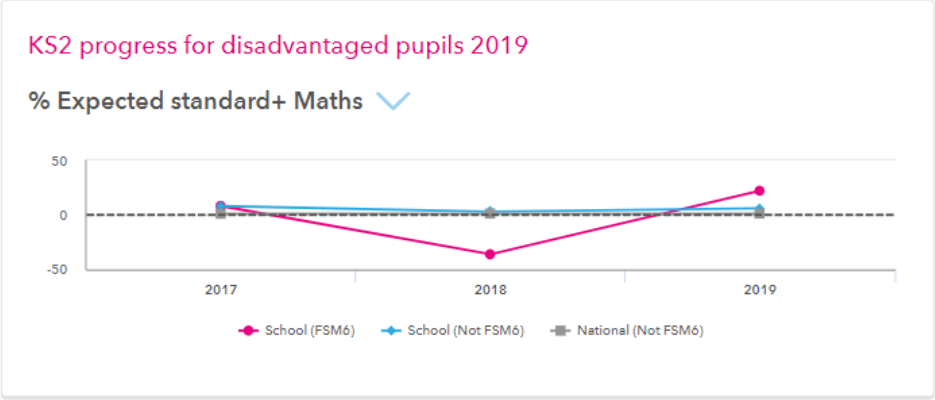


KS2 progress for disadvantaged pupils 2019

% Expected standard+ Writing



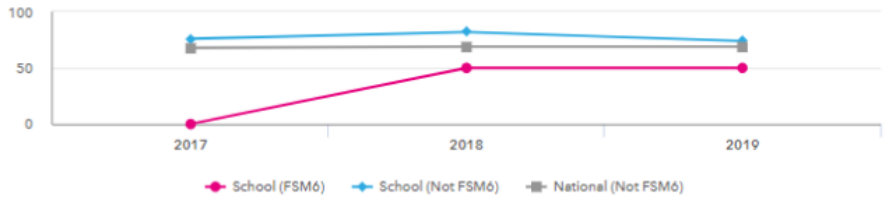

KS2 attainment for disadvantaged pupils 2019
% Expected standard+ Maths
DFE
100
50
0
2017
2018
2019
School (FSM6)
School (Not FSM6)
National (Not FSM6)


KS2 progress for disadvantaged pupils 2019
% Expected standard+ Maths
50
0
-50
2017
2018
2019
School (FSM6)
School (Not FSM6)
National (Not FSM6)

Key Stage 1:

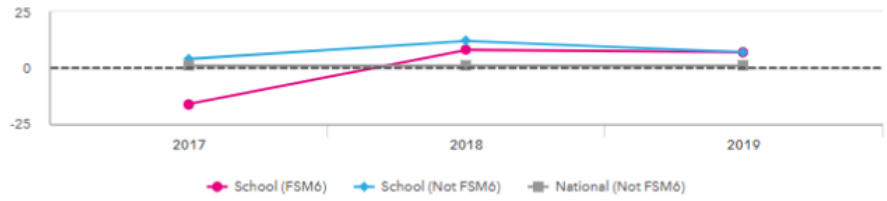
KS1 attainment for disadvantaged pupils 2019

% Expected Standard + (Re, Wr, Ma)



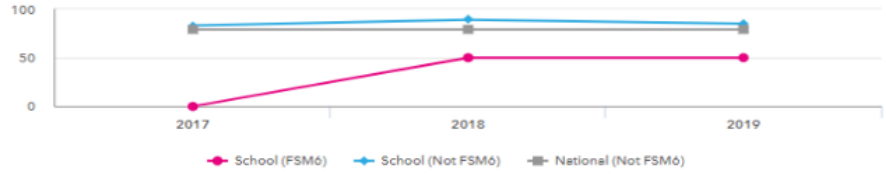
KS1 progress for disadvantaged pupils 2019

% Expected Standard + (Re, Wr, Ma)



KS1 attainment for disadvantaged pupils 2019

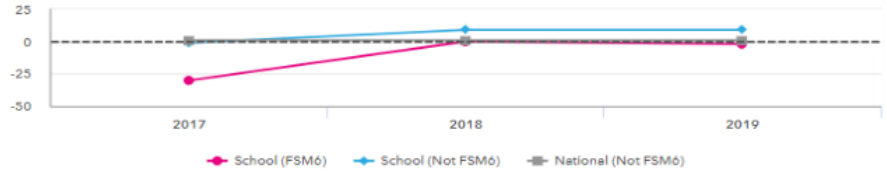
% Expected Standard + Reading DFE



KS1 progress for disadvantaged pupils 2019

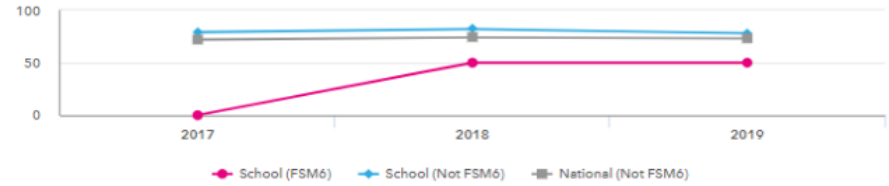
% Expected Standard + Reading

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



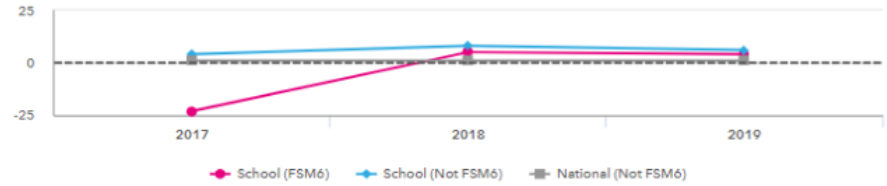
KS1 attainment for disadvantaged pupils 2019

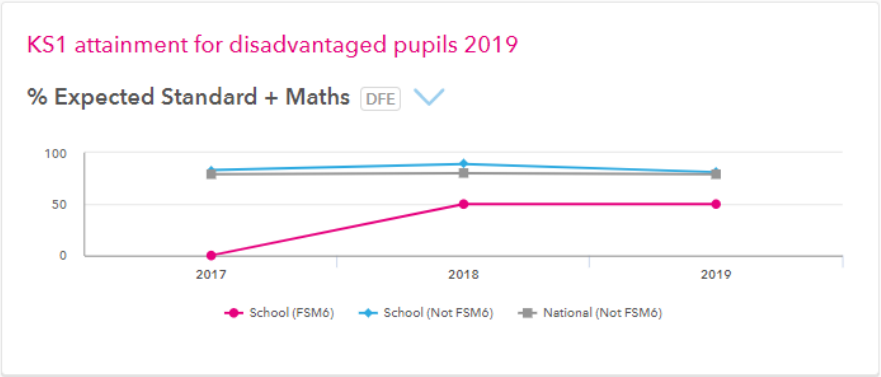
% Expected Standard + Writing DFE

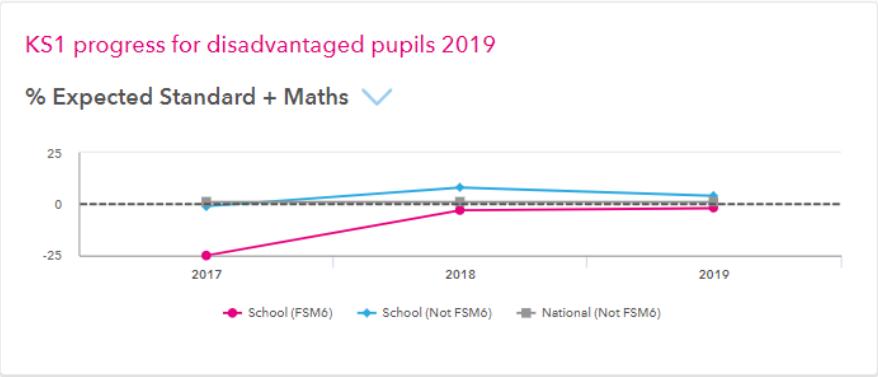


KS1 progress for disadvantaged pupils 2019

% 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.

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, which is not dependent on pupil premium or recovery premium funding.