

St Helen's Pupil Premium Action Plan and Strategy 2024-25 IMPACT REPORT

SEPTEMBER 2025 for Website:



'Excellence, Enjoyment and achievement together in a nurturing Christian Community'
'They will soar on wings like Eagles – Isaiah 40:31'

Pupil premium strategy statement

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.

This statement details our school's use of pupil premium 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 2024 for the final strategy

Detail	Data
St.Helen's CE Primary School	
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	14 children equating to 6 % of school population. * Please note some of the original numbers have changed as, we have been joined by two new children over the last academic year.
Academic year/years that our current pupil premium strategy plan covers	September 2024-25
Date this statement was published	October 2024
Date on which it will be reviewed	Mid-Year Data Review March 2025 End of Year Impact Review July 2025 Reviewed September 2025 Completed
Statement authorised by	Kelvin Chappell

Pupil premium lead	Kelvin Chappell
Governor / Trustee lead	Curriculum and Standards Governors committee. Fiona Kitson Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	September 2024 X children in receipt of FSM x £1,455 = X children LAC / Post adoption x £2,530= X children Service Premium x £340 = Total funding available to school= £ 19, 870
Recovery premium funding allocation this academic year	N/ A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/ A
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	£19,870

Part B: Review of the previous academic year: Impact of Pupil Premium: 2024-2025

Updated: September 2025.

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on.

- *Data from the previous academic year's national assessments and qualifications, once published. See below:*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently). See below:*
- *Information from summative and formative assessments the school has undertaken. See internal data below:*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing See below:*

Outcomes for disadvantaged pupils:

Statutory Data Outcomes: Year 6 Outcomes Significant Impact seen:

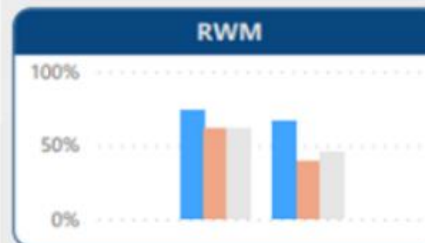
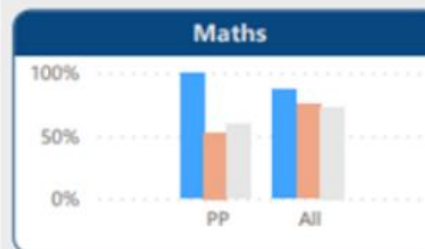
Reading Outcomes										
Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av Score
All	30	83.3%	74.1%	74%	46.7%	32.5%	28%	107.8	99.8	105.0
Non PP	27	81.5%	78.0%	79%	48.1%	36.6%	33%	107.7	101.7	106.0
PP	3	100.0%	57.1%	62%	33.3%	14.7%	18%	108.0	91.3	103.0

Writing Outcomes							
Attribute	Cohort	EXP+	LA Av EXP	Nat Av EXP+	High	LA Av High	Nat Av High
All	30	80.0%	72.4%	72%	16.7%	7.0%	13%
Non PP	27	81.5%	76.5%	78%	18.5%	8.1%	16%
PP	3	66.7%	54.7%	58%	2.3%	6%	

Maths Outcomes										
Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av Score
All	30	86.7%	74.8%	73%	36.7%	26.1%	24%	107.4	104.8	104.0
Non PP	27	85.2%	79.9%	79%	33.3%	30.2%	29%	107.1	105.8	106.0
PP	3	100.0%	52.9%	59%	66.7%	8.6%	13%	110.7	100.2	101.0

Grammar, Punctuation & Spelling (GPS) Outcomes										
Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av Score
All	30	90.0%	70.9%	72%	33.3%	28.4%	32%	107.66	105.16	105.00
Non PP	27	88.9%	75.8%	78%	33.3%	32.0%	37%	107.77	106.11	106.00
PP	3	100.0%	50.2%	59%	33.3%	12.9%	20%	106.67	100.85	102.00

RWM Combined							
Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High
All	30	73.3%	61.5%	61%	3.3%	5.3%	8%
Non PP	27	74.1%	66.6%	67%	3.7%	6.2%	10%
PP	3	66.7%	39.5%	45%	1.1%	3%	



PP Data:

100% achieved EXS in Reading and Maths although 2 out of the 3 (66%) achieved the writing standard.

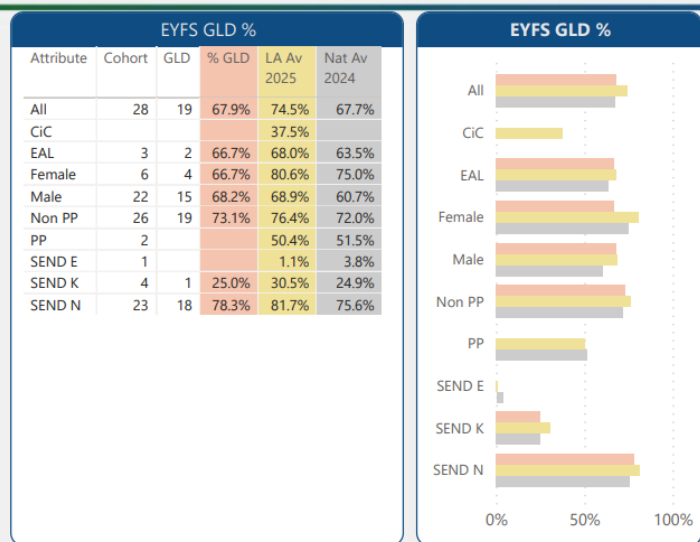
RWM Combined = 66% 2 out of 3 children.

In reading one child achieved the higher standard (GDS) and in Maths two children achieved GDS. With the progress made- across KS2 for one of the children substantial. **See internal individual case studies.** The PP funding used to provide booster classes for the core subjects- this enables the children to make extremely good progress.

EYFS Outcomes: 2 children

Year 1 Phonics Outcomes: 2 children

Early Years Foundation Stage Profile - GLD Results 2025



Phonics - Results 2025

Attribute	Cohort	No. Exp. Std	% Exp Std	LA Av 2025	Nat Av 2024
All	30	17	56.7%	82.1%	80.0%
CiC				50.0%	
EAL	5	3	60.0%	80.0%	80.0%
Female	14	8	57.1%	86.5%	84.0%
Male	16	9	56.3%	77.7%	77.0%
Non PP	28	17	60.7%	84.4%	84.0%
PP	2			61.4%	68.0%
SEND E				15.0%	20.0%
SEND K	5	1	20.0%	49.9%	52.0%
SEND N	25	16	64.0%	88.9%	88.0%

The children in EYFS and Year 1 phonics did not achieve the standard and will be a continued focus. (See case studies) Although academically they did not achieve the standard – PP funding was used to support a child with SEMH. One child through the year, evidence was collected for an EHCna which has been granted in July 2025. (Please note this children has now moved on to another school.) This child was also able to utilise 'The Nest' which was not originally planned to use PP funding, but a significant amount of PP funding was used to enable us to set up a specialist SEMH provision. Several children used this, and funding was used to support 3 disadvantage children within 'The Nest' who are in receipt of PP funding. The Nest continuation will be used again next year with funding used to support it.

Internal Monitoring of Targets:															
Intended outcome	Success criteria-														
High Quality Teaching – Linked to SDP Target 1:															
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 in KS1. Some PP 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 did not reach ELGs. Interventions for Maths will need to be developed for PP children.	PP Children in Year 1 are able to develop their number skills and make good progress from their starting points. Currently at 50% - we would like to increase this to 75% of children at EXS level in Year 1. 1 x PP children in Year 2 will reach the EXS in Maths (currently at WTS.) QFWT of Maths is consistently good.														
Moderate Impact: Maths Results for PP children: Individual data not shown. Please see internal data: <table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table> PP Data across the school: 12 children -7 out of 12 are at EXS+ 58% of PP children are on track in Maths across the school. Across school there is moderate impact although significantly in Year 6 100% of children were able to achieve EXS in Year 6 with two of these children achieving GDS in the subject of Maths. For some children across the school, the focus through the year became more of an area of supporting their SEMH needs and ensuring they are accessing support for their SEMH needs. All children continue to receive FTT interventions.															

Reading and Writing – Linked to SDP Target 2: Spelling and Writing

HQT 2 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 with PP in KS1.

HQT 3 Initial Reception Data assessments shows that some PP children have difficulties with Communication and Interaction. Children's oracy skills will need developing and clear focus on this within the classroom provision in order to develop children's PSED.

HQT 4 PP children are not reaching EXS in writing across KS2 currently 30% of all PP children are at EXS. This is significantly down compared to their peers.

PP children will make good progress from their starting points for reading and across KS1 and KS2 will move up book bands and are tracked rigorously for RWI FTT.

KS2 interventions reading interventions includes PP children and these children are tracked carefully.

Targets:

100% of PP achieve EXS in Reading

All PP children in EFYS reach- ELG for reading and writing.

KS2 PP writing across the school is carefully monitored by the SL and advice given over QFWT. The number of children in KS2 at EXS increases from 30% to at least 50%.

	READING: Actual.	WRITING:
Individual data not shown on website:		

100% of PP children in Year 6 achieved EXS in reading with 2 of the children achieving greater depth. – significant impact.

50% of KS2 children achieved EXS in writing which is an increase from the previous year of 30%, which was a key success criteria targets- moderate impact.

0% of PP achieved GLD although made good progress from their starting points.

PP children in EYFS and Year 1 are starting from very low points but not making the progress that is expected. Although very small measurable numbers 1 and 2 children – the 0% of children making expected progress in writing is very concerning and this needs to be a feature on the next strategy plan.

Targeted Interventions – SDP Targets 2 Spelling and Writing:	
TAS 1 Analysis from previous data shows that a number of PP children in KS2 have difficulties with writing therefore high quality individual writing interventions will be required when necessary to follow high quality English teaching throughout the school.	Reading and writing interventions for PP are tracked and monitored carefully.
TAS 2 PP children's benchmarking reading levels to be improved through high quality interventions led by class teachers and Tas when appropriate. PP children receive reading interventions to accelerate their reading skills. Identification of PP children and those children who are priority readers- across Year 3 4 5. Impact: See above around Writing results.	PP children's benchmarking reading levels to be improved through high quality interventions led by class teachers and TAs. Targets: Year 6 100% EXS + Year 5 100 % EXS + Year 4 100% EXS+ Year 3 50% GDS 50% EXS Year 2 100 % GDS Year 1 75% EXS Year R TBC All children including PP improve their Benchmarking assessment levels and make good progress from their previous year's assessment.
Wider Strategies	
W1: Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.)	Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.) Support will be given by mentoring when necessary with VB and other senior leaders. Incidents on CPOMS of individual children is lower and each individual child is tracked to see levels of behaviour. Introduction of the Nest provision,

	Target: Number of red cards in KS1 for PP children are reduced and the exclusions diminish.
Significant Impact: Number of red cards reduced for one child who benefited immensely from the introduction at the start of the year from the nurture facility of 'The Nest.' This child had received a number of internal and external exclusions and since the work in the Nest has not had any more exclusions. The number of PP children who received met a member of SLT for behaviour across the year was 2 children- both of these children had SEND needs that PP funding was used to reduce the possibility of exclusions. The behaviour of PP children across the school is extremely good and is not a concern. Although these two children will need continued targeting through PP funding in the new academic year.	
WS 2:	Attitudes to learning-some PP children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially.
Previous attendance data shows that some PP children have a history of very poor attendance and other family issues that need supporting	All PP children maintain current levels of attendance or surpass it. For those children with persistent absence below 90% this is increased in line with their peers. Target: Whole school PP attendance is above last year -with the same relevant children increases their own personal attendance by at least 1.5%
Moderate Impact: End of Year PP Data: 92.57% however when calculated without one child who had EWO involvement this was 94.7%. (Again use of PP funding to track and use EWO for PP funding.) Of the 16 PP children the end of year attendance brackets were: PA: 3 child < 90% 90% - 93% = 3 children 94%-96% 2 children 97% + 5 children Of the PP persistently absent children, one child had medical needs and one's attendance declined in Term 6 due to medical issue so one child is targeted for further support next year as part of the funding. PP Attendance is not generally an issue, as the majority 10 out of the 13, the attendance is good. Attendance will continue to be monitored closely and was something that has been a success in school. A number of children did increase their attendance from the previous year: 7 children increased. One child who had EWO involvement no longer needs this as attendance increased from 85.53 to 93.65 an increase of over 8%. This was significant impact for this child.	
WS 3:	
Attitudes to learning-some PP children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially.	Engagement of all children across the school is deemed good by external visitors. This includes all our PP children. PP children are deemed to have shown good attitudes to learning.

WS 4 PP children on entry are accessed for SEND needs. School tracking systems shows more children are entering school with unidentified SEND needs. Linked to SDP Strand 3: SEND	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. 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. Quality of teaching for SEND and Disadvantaged children is good.
Significant Impact: OFSTED highlighted the good nurture provision for PP / SEND children. A number of children receive interventions such as drawing and talking and end of day check ins to help regulate their emotions before the end of the day, as work with parents highlighted that children were having difficulty sometimes at home.	
WS 5 Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations.	All children with PP – have access to all trips within school so that they are able to access the wider curriculum.
WS 6 Parental Support for PP: Developing greater parental engagement with harder to reach PP families. Developing access to external agencies for specific families and support.	All PP will feel engaged in the school environment and will have opportunities for one to one time with a person within school.
WS7 Developing access to extra –curricular and lunchtime clubs for all PP to experience across the year.	All PP children will have access to extra-curricular clubs and for paid sessions schools will make adequate arrangements if the children would like to attend the club.
Significant Impact: All PP children who wanted to experience a club were able to. 93% (only one children) did not attend at least one club across the year. Parental engagement was strong with regular meetings set up for a number of different PP children to enable to help and support them. Please see case study of work.	



DISADVANTAGE PUPIL (PP FSM) attainment outcomes: The standard of attainment shown below v School, Local averages. It should be noted for some children this is minimal due to PP numbers:							
Year 6	2025	2024	2023	2022	No Tests	2019	2018
Attainment:	3 children	4 children	2 children	5 children			
READING EXS:	83%	96%	79%	77%		93%	81%
READING GDS:	47%	37%	32%	26%		50%	52%
School PP:	100 % EXS 33% GDS	100% EXS	100% EXS 50% GDS	80%		100%	
WRITING EXS:	80%	78%	79%	77%		96%	85%
WRITING GDS:	17%	19%	11%	10%		39%	44%
School PP:	66% EXS	50% EXS	100%	80%		100%	
MATHS EXS:	87%	78%	79%	82%		93%	85%
MATHS GDS:	37%	26%	29%	23%		43%	30%
School PP:	100 % EXS 66% GDS	25% EXS	100%	100%		100%	
SPAG EXS:	90%	89%	82%	71%		96%	89%

SPAG GDS:	33%	41%	36%	23%		46%	63%
School PP:	100% EXS 33 % GDS	75%	100%	100%		100%	
RWM Combined EXS:	73%	67%	68%	68%		86%	81%
RWM Combined GDS:	3%	15%	11%	10%		25%	22%
School PP:	66%	0%	100%	60%		100%	

3 year trend for PP Year 6 SATs

Content

KS2
Headlines

KS2 School
Ethnicity

KS2 Headline
Ethnicity

KS2 Headline
Ethnicity 2

3 yr Trend

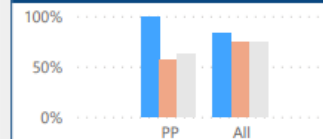
Reading Outcomes

Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av Score
All	30	83.3%	74.1%	74%	46.7%	32.5%	28%	107.8	99.8	105.0
CiC	1	100.0%	75.0%			16.7%		109.0	87.1	
EAL	2	50.0%	68.0%	72%		29.2%	27%	104.0	95.9	105.0
Female	16	87.5%	77.2%	78%	43.8%	36.5%	32%	107.9	102.0	106.0
Male	14	78.6%	71.1%	71%	50.0%	28.6%	25%	107.5	97.6	105.0
Non PP	27	81.5%	78.0%	79%	48.1%	36.6%	33%	107.7	101.7	106.0
PP	3	100.0%	57.1%	62%	33.3%	14.7%	18%	108.0	91.3	103.0

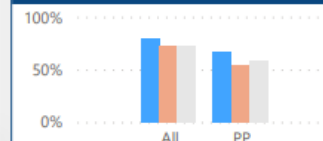
KS2 Cohort

Attribute	All	%
All	30	100.0%
CiC	1	3.3%
EAL	2	6.7%
Female	16	53.3%
Male	14	46.7%
Non PP	27	90.0%
PP	3	10.0%
SEND K	3	10.0%
SEND N	27	90.0%

Reading



Writing



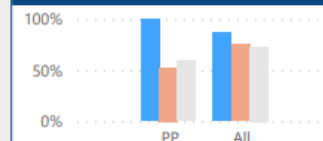
Maths Outcomes

Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av Score
All	30	86.7%	74.8%	73%	36.7%	26.1%	24%	107.4	104.8	104.0
CiC	1	100.0%	75.0%		100.0%	8.3%		112.0	103.2	
EAL	2	100.0%	76.9%	77%	50.0%	34.5%	30%	109.5	106.4	106.0
Female	16	87.5%	75.2%	73%	25.0%	22.6%	21%	105.6	104.3	104.0
Male	14	85.7%	74.5%	74%	50.0%	29.5%	27%	109.7	105.3	105.0
Non PP	27	85.2%	79.9%	79%	33.3%	30.2%	29%	107.1	105.8	106.0
PP	3	100.0%	52.9%	59%	66.7%	8.6%	13%	110.7	100.2	101.0

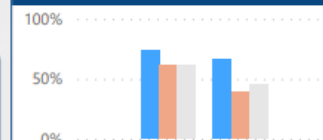
Writing Outcomes

Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High
All	30	80.0%	72.4%	72%	16.7%	7.0%	13%
CiC	1	100.0%	58.3%				
EAL	2	50.0%	67.1%	72%		5.6%	13%
Female	16	87.5%	79.7%	78%	18.8%	9.1%	16%
Male	14	71.4%	65.3%	65%	14.3%	4.9%	10%
Non PP	27	81.5%	76.5%	78%	18.5%	8.1%	16%
PP	3	66.7%	54.7%	58%		2.3%	6%
SEND K	3	66.7%	54.7%	58%		2.3%	6%

Maths



RWM



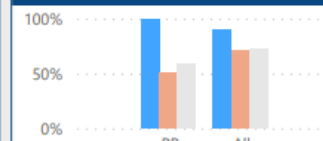
Grammar, Punctuation & Spelling (GPS) Outcomes

Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av Score
All	30	90.0%	70.9%	72%	33.3%	28.4%	32%	107.66	105.16	105.00
CiC	1	100.0%	58.3%		100.0%	8.3%		110.00	102.10	
EAL	2	100.0%	70.2%	75%	50.0%	33.3%	39%	108.00	106.09	107.00
Female	16	93.8%	75.5%	76%	43.8%	32.5%	35%	108.25	106.00	106.00
Male	14	85.7%	66.6%	69%	21.4%	24.4%	29%	106.92	104.32	105.00
Non PP	27	88.9%	75.8%	78%	33.3%	32.0%	37%	107.77	106.11	106.00
PP	3	100.0%	50.2%	59%	33.3%	12.9%	20%	106.67	100.85	102.00

RWM Combined

Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High
All	30	73.3%	61.5%	61%	3.3%	5.3%	8%
CiC	1	100.0%	58.3%				
EAL	2	50.0%	57.4%	62%		5.1%	8%
Female	16	81.3%	65.7%	64%		6.6%	9%
Male	14	64.3%	57.4%	57%	7.1%	3.9%	6%
Non PP	27	74.1%	66.6%	67%	3.7%	6.2%	10%
PP	3	66.7%	39.5%	45%		1.1%	3%
SEND K	3	66.7%	39.5%	45%		1.1%	3%

GPS



2023-2024

Reading Outcomes

Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av Score
All	27	96.3%	74.9%	73%	37.0%	29.6%	29%	108.4	101.0	105.0
EAL	3	66.7%	72.4%	58%	33.3%	26.7%	14%	106.3	100.3	101.0
Female	17	100.0%	77.4%	76%	41.2%	33.0%	31%	109.2	102.5	106.0
Male	10	90.0%	72.3%	70%	30.0%	26.1%	27%	107.1	99.4	105.0
Non PP	23	95.7%	78.7%	78%	43.5%	32.3%	34%	109.4	102.8	106.0
PP	4	100.0%	57.4%	60%		17.2%	17%	102.8	92.8	102.0
SEND E	1	100.0%	30.0%	18%		6.7%	5%	105.0	52.9	98.0
SEND K	5	80.0%	46.1%	45%	20.0%	10.8%	12%	105.4	91.8	99.0

Writing Outcomes

Attribute	Cohort	EXP+	LA Av EXP	Nat Av EXP+	High	LA Av High	Nat Av High
All	27	77.8%	73.5%	71%	18.5%	8.2%	13%
EAL	3	66.7%	74.4%	73%	33.3%	9.0%	14%
Female	17	88.2%	78.9%	78%	17.6%	10.5%	17%
Male	10	60.0%	68.1%	65%	20.0%	5.8%	10%
Non PP	23	82.6%	77.4%	77%	21.7%	9.5%	16%
PP	4	50.0%	55.7%	58%		2.2%	7%
SEND E	1		19.4%	12%		1.7%	1%
SEND K	5	40.0%	36.9%	34%		2.2%	3%
SEND N	21	90.5%	83.9%	83%	23.8%	9.7%	16%

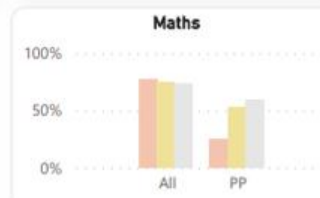


Maths Outcomes

Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av Score
All	27	77.8%	74.4%	73%	25.9%	25.0%	24%	105.0	104.6	104.0
EAL	3	66.7%	79.1%	72%	66.7%	37.4%	20%	109.7	106.6	104.0
Female	17	82.4%	73.0%	72%	17.6%	20.9%	21%	105.0	104.0	104.0
Male	10	70.0%	75.8%	73%	40.0%	29.1%	27%	105.0	105.2	105.0
Non PP	23	87.0%	79.0%	79%	30.4%	28.6%	29%	106.4	105.4	105.0
PP	4	25.0%	53.3%	59%		8.5%	13%	97.0	100.6	101.0
SEND E	1		25.0%	16%			3%	97.0	99.0	96.0
SEND K	5	80.0%	45.1%	42%	20.0%	6.5%	7%	103.2	98.8	98.0
SEND N	21	81.0%	83.2%	83%	28.6%	29.8%	28%	105.8	105.8	106.0

RWM Combined

Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High
All	27	66.7%	60.5%	59%	14.8%	5.5%	8%
EAL	3	66.7%	63.0%	50%	33.3%	6.6%	5%
Female	17	70.6%	63.2%	63%	11.8%	6.7%	9%
Male	10	60.0%	57.8%	56%	20.0%	4.3%	7%
Non PP	23	78.3%	65.6%	66%	17.4%	6.4%	10%
PP	4		37.2%	44%		1.3%	3%
SEND E	1		13.3%	8%		0.6%	1%
SEND K	5	40.0%	24.7%	24%		1.2%	2%
SEND N	21	76.2%	70.3%	70%	19.0%	6.6%	10%



Grammar, Punctuation & Spelling (GPS) Outcomes

Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av Score
All	27	88.9%	70.7%	72%	40.7%	31.4%	30%	107.63	105.06	105.00
EAL	3	66.7%	74.8%	75%	66.7%	40.2%	36%	108.67	106.83	106.00
Female	17	94.1%	73.2%	77%	41.2%	33.6%	33%	108.12	105.65	106.00
Male	10	80.0%	68.2%	68%	40.0%	29.2%	27%	106.80	104.47	104.00
Non PP	23	91.3%	74.9%	78%	47.8%	35.2%	35%	108.83	105.87	106.00
PP	4	75.0%	51.7%	59%		14.4%	18%	100.75	101.12	102.00
SEND E	1		25.0%	16%		5.6%	4%	94.00	98.70	96.00
SEND K	5	60.0%	36.3%	38%	20.0%	11.0%	9%	103.40	97.97	106.00
SEND N	21	100.0%	80.1%	83%	47.6%	36.9%	36%	109.29	106.52	98.00



St Helen's Church of England Primary School (URN: 109158)

Key stage 2 disadvantaged

This is revised data for 2022/23.



Average progress for disadvantaged pupils in reading, writing and maths

We calculate the scores by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of key stage 1.

See

[School performance tables: about the data](#) for more information.

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	3.50	-1.72	3.15
Confidence interval	-5.2 to 12.2	-10.1 to 6.7	-5.0 to 11.3
Number of disadvantaged pupils	2	2	2
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils	0.43	0.36	0.51
Switch comparator			

St Helen's Primary School

KS2 Outcomes for Pupils - 2022/23

Context (Y6 Cohort) 30

KS2 Cohort

	All	CiC	EAL	Female	Male	Non PP	PP	SEND E	SEND K	SEND N
All	30	0	0	14	16	28	2	0	4	26
%	100%	0%	0%	47%	53%	93%	7%	0%	13%	87%

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
SEND E	0	0%	22%	16%	0%	9%	4%	0.0	30.7	96.0
SEND K	4	0%	45%	44%	0%	11%	10%	94.8	83.6	98.0
SEND N	26	85%	80%	84%	35%	32%	33%	100.0	98.6	106.0

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
SEND E	0	0%	18%	15%	0%	2%	3%	0.0	31.6	96.0
SEND K	4	0%	42%	40%	0%	6%	7%	93.8	82.7	98.0
SEND N	26	85%	81%	81%	31%	27%	27%	98.4	97.9	105.0

Starting Points (KS1 Outcomes 2019)

Reading



Writing



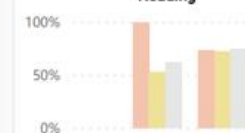
Maths



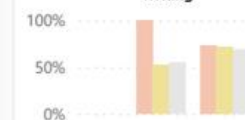
GDS
EXS
<EXS
No Score

Expected Standard Attainment

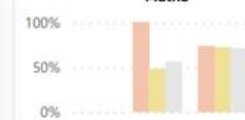
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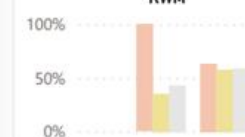
Writing



Maths



RWM



Analysis: Analysis: 100% EXS and with 50% GDS in Maths and Reading. This is above local and national standards.

