

St Helen's Pupil Premium Action Plan and Strategy

2019-20 Impact Report:



Leader responsible: Kelvin Chappell, Andy Spens

St.Helen's CE Primary School: Excellence, enjoyment and achievement together.

**This year's allocated expenditure for Pupil Premium children is: £1,320 per Pupil Premium Child x 15 children = £19,800
£300 per Service premium x 3 children = £900 = £20,700**

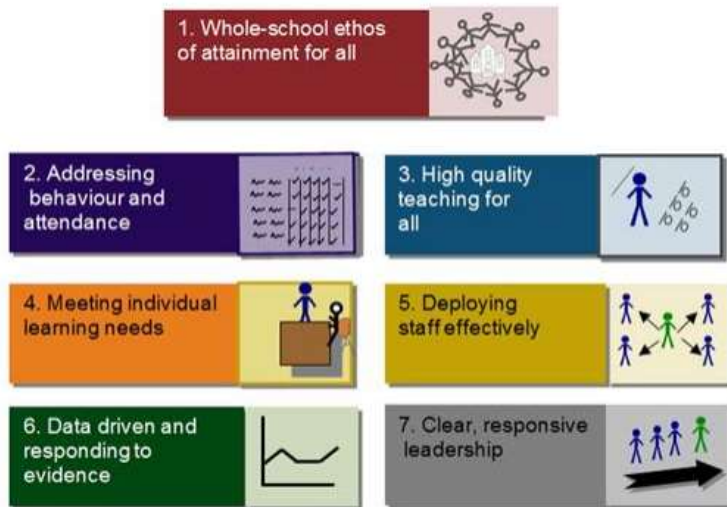
Covid 19 Pandemic:

Unfortunately the Covid 19 Pandemic has curtailed the academic year as we know it. We have still produced a PP Impact report as we would do in previous years to show the impact of our work up to March 23rd 2020.

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

Over the last few years we have built our PP strategy around the 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 the recent EFF guidance that was published in June 2019:

THE EEF GUIDE TO THE PUPIL PREMIUM



Supplemented by evidence from the DFE:

School cultures and practices: supporting the attainment of disadvantaged pupils

A qualitative comparison of London and non-London schools

Research Report

May 2018

Current Performance: Please note in the academic Year 2019-20 there were no statutory assessments held due to the Covid 19 outbreak.

Internal Data: Taken from reports and teacher assessments:

Data Overview

Taken from end of year reports where teacher assessment (using classroom monitor) were used for Years 1,3,4,5

For Years 2 and 6 – teacher assessment was used using statutory frameworks. (Year 2 assessed up to Term 3)

YEAR 6 2019-20								
READING			WRITING			MATHS		
WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
EXS 80%	GDS: 52%		EXS: 76%	GDS: 44%		EXS 88%	GDS 40%	

Pupil Premium Children Year 6 2019-20 Internal Data: Reading 50% 1 out of 2 children Writing 100% Maths 100%

YEAR 2 2019-20								
READING			WRITING			MATHS		
WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	EXS: 76%	GDS: 41%		EXS:72%	GDS: 38%		EXS: 83%	GDS: 41%

Pupil Premium Children: Reading 50 % 1 out of 2 children Writing 50 % 1 out of 2 children Maths 50 % 1 out of 2 children

Year 1 Phonics No statutory assessments carries out: Internal data:

50% Pass Phonics test: 1 out of 2 children:

Previous Data for context: 2018-19

Year 6 SATs assessments:

Children are assessed in Reading, Writing and Maths and we have been informed that these results are some of the very highest in the Local Authority this year.

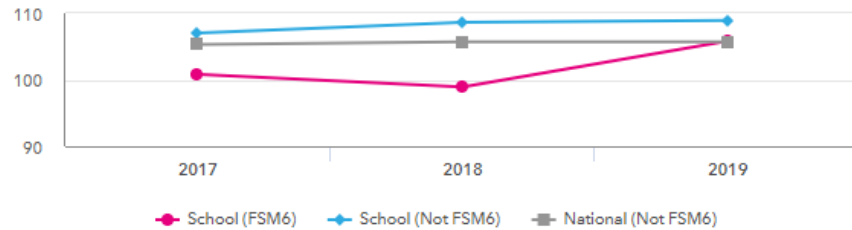
	Expected Standard		Working at Greater Depth	
	St Helen's	National	St Helen's	National
Reading	93%	73%	50%	27%
Writing	96%	78%	39%	20%
Grammar, Punctuation and Spelling	96%	78%	46%	36%
Maths	93%	79%	43%	27%

100 % of PP children achieved EXS in all the core subjects. The progress of these individual children was also very good.

Pupil	KS1 Prior attainment				Attainment level: KS2 Reading			Attainment level: KS2 Writing			Attainment level: KS2 Mathematics			Attainment level: KS2 GPS		
	HML	Re	Wr	Ma	Est	Act	Diff	Est	Act	Diff	Est	Act	Diff	Est	Act	Diff
[Redacted] PP EAL SEN	M	2A	2B	2B	103.7	108	+4.3	102.0	103	+1.0	103.6	106	+2.4	105.3	106	+0.7
[Redacted] PP EAL SEN	M	2B	2C	2B	100.6	100	-0.6	99.1	103	+3.9	101.8	106	+4.2	101.7	101	-0.7
[Redacted] PP EAL SEN	M	2B	2B	2B	101.6	105	+3.4	100.9	103	+2.1	102.7	110	+7.3	103.6	108	+4.4

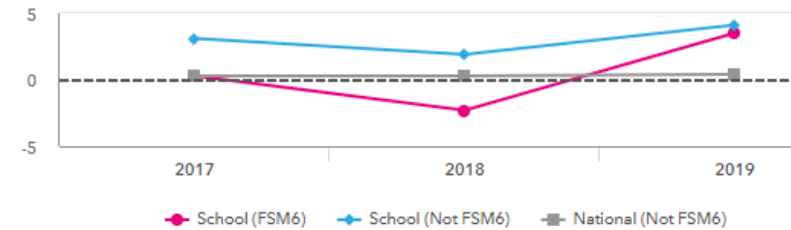
KS2 attainment for disadvantaged pupils 2019

Average Scaled Score (Re, Ma) 



KS2 progress for disadvantaged pupils 2019

Average Scaled Score (Re, Ma) 



Year 1 phonics:

This year, 90% of children at St Helen's met the Phonics standard. Nationally, 82% of children achieved this.

EYFS:

This year, 79% of children at St Helen's achieved a 'Good Level of Development' in Reception. Nationally, 72% of children achieved this.

Year 1 Phonics 2 out of 3 PP children achieved the threshold- with one other PP children scoring 29 (3 marks of the pass threshold.)

Year 1 - 201718							Year One					
Surname Forename	Reception				GLD?	Phonics	Phonics Target	Screen T1	Screen T2	Screen T3	Screen T4	T6 Final
	EYFS: Reading	EYFS: Writing	EYFS: Number	EYFS: Shape								
[REDACTED]	1	1	1	1	N	18	Pass	18	27	26	32	36
[REDACTED]	1	1	1	1	N	5	Pass	3	22 13	19	18	29
[REDACTED]	2	2	3	2	Y	31	Pass	35				40

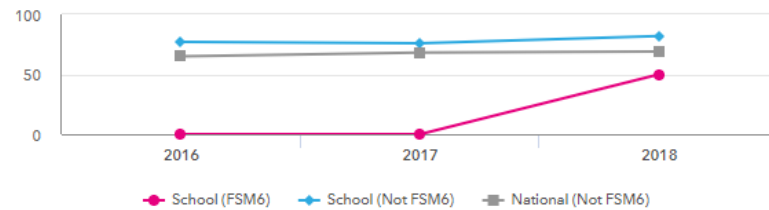
Year 2 national assessments:

Children are assessed by their teacher in Reading, Writing and Maths.

	Expected Standard		Working at Greater Depth	
	St Helen's	National	St Helen's	National
Reading	83%	75%	35%	25%
Writing	76%	69%	28%	15%
Maths	79%	76%	38%	22%

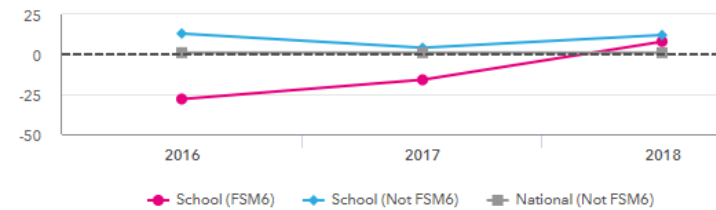
KS1 attainment for disadvantaged pupils 2018

% Expected Standard + (Re, Wr, Ma)



KS1 progress for disadvantaged pupils 2018

% Expected Standard + (Re, Wr, Ma)



Pupil Premium strategy aims for disadvantage pupils 2019-20:

As a school we have built our Pupil Strategy for 2019-20 around nine key areas. We are aware that the DFE has suggested that a PP strategy can be taken as a long term vision and strategic plan for three years. However because of the changes in year to year of cohorts and the differing needs of children we have decided to maintain a yearly-strategy plan that can have regular monitoring as well as develop a three year strategic plan which is currently being developed.

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 to develop High aspirations and ambitions for their future whilst here at St.Helen's.

We have devised 10 key aspirations for this year which are regularly shared with staff, parents and children of Pupil Premium children:

Key aims: The targets for 2019-20 are:

- 1) That all our children including our most vulnerable and PP children have access to **good quality first wave teaching every day.**
- 2) That PP children have access to regular feedback, both self and peer assessment that clearly moves children's learning on and receive access to one to one feedback from teachers and teacher assistants including Interventions when necessary.

- 3) To promote and achieve high levels of attainment and progress, with all Pupil Premium groups continuing to diminish the gap.
- 4) To ensure that all PP children make very good progress from **their starting points** in the core skills including Reading, Writing and Maths
- 5) To ensure that 100% of PP children meet the Year 1 Phonics standard.
- 6) That KS2 Year 6 PP children meet top 20% of UK FFT progress targets
- 7) That KS1 Year 2 PP children meet top 20% of UK FFT progress targets
- 8) That 100% EYFS PP children achieve a GLD.
- 9) To ensure that 100% of PP children are involved in at least one extra- curricular and musical club each term.
- 10) That the attendance of PP children continues to improve by +2% and in individual families and children we see a year on year improvement.

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:		
In school barriers that have been identified include: (Linked to NFER research and EFF recommendations)		
In School Barriers to be addressed:		
Linked to PP school Aspirations:	Link to NFER Research:	School barriers to address:

1,2 , 4	1 3 5	Specific gaps in children's learning: Mathematical number knowledge: Developing problem solving and reasoning skills - linked to school development plan. That children are challenged in their Mathematical thinking.
1,2 , 4	1 3 5	A number of PP children in KS2 have difficulties with core calculation strategies.
1,2 , 4	1 3 5	Specific gaps in children's learning: Phonics Reading and Writing: Use of interventions to develop their understanding further. Use of Benchmarking to identify gaps in children's understanding.
6	4	Difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.)
5	2	Very Poor attendance and other family issues.
1 2 5 6	1 3 5 6 7	Potential SEN Needs
6 7	4	Attitudes to learning. Some children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially.
3	1 2 4	Children don't have access to a range of different enrichment clubs.
3	1 2 4	Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations.
External barriers:		
Linked to schools aspirational targets:	Link to NFER Research:	

3	2	Poor attendance of a small amount of PP children.
1	2 4	Developing greater parental engagement.
5	1 7	Developing access to external agencies for specific families.

Spending Priorities and rationale for the current academic year 2019-20

2019-20 Pupil Strategy: Desired Outcomes:							
School Aspirations:	NFER strand:	Barriers to learning: Action	Desired Outcome:	Measurable Outcome: How will impact be measured?	Who? Costing:	Monitoring (See below)	MEASURES OF IMPACT Significant Moderate Low Impact
1 2 4	1 3 4	All PP children have access to high quality good QFWT- every day. CPD development of all staff members.	PP Children make good progress in all the core subjects, having accessed good QFWT.	Attainment and Progress of children is good from their starting point in all the core subjects and the foundation subjects. End of KS2 results show that PP children make good progress and attainment. KS1 PP Children achieve FFT Top 20% targets and make good progress from their starting points. Progress from EYFS to end of KS2 is good.	CPD across the year-linked to SDP. Staff meetings linked to SDP. Training and mentoring for 2 NQTs. Staff have access to CPD opportunities. Supply opportunities for NQTs. 12 full day x supply £150 = £1,800		
1 2 4	1 3 4	To develop high and aspirational	KS2 and KS1 Pupil Children meet	End of KS2 results which show that PP	Maths / Reading		

		<p>targets for all children throughout the school including all Pupil Premium Children.</p> <p>To develop the arithmetic and reasoning skills of children in KS2.</p> <p>To develop the reading and writing skills of children in KS1.</p>	<p>the top 20% of UK FFT targets and progress targets.</p>	<p>children make good progress and attainment.</p> <p>KS1 Children achieve FFT Top 20% targets.</p>	<p>Booster classes KC AS</p> <p>£33 x 1.5 hr week X 39 weeks = £ £1930.50</p> <p>Individual 1:1 support 2 PP children in Year 6. 0.5 hrs X £33 x 23 weeks= £379.50 Writing support/ Maths support.</p>		
1 2 4	1 3 4	<p>To support the needs of more vulnerable children.</p>	<p>Parents/Families and children have access to external services when needed.</p> <p>Meetings held with school assistant SENCo and Inclusion lead when required to do so.</p>	<p>Case studies show that children and parents/families are able to receive the vital and necessary help when required to do so.</p>	<p>VB Behaviour / Emotional support time.</p> <p>(See costings below)</p>		

1 2 4	1 3 4	To support the needs of more vulnerable children and to develop their oracy skills across the school.	At least 1 PP child will be selected to be on the learning council to enable children to develop their oracy skills when meeting guests into school and conducting different tours.	Children are able to demonstrate the pride and enjoyment that they show in their school.	No cost: Leadership time to develop learning councillors.		
1 2 4	1 3 4	To develop high and aspirational targets for all Pupil Premium Children in different areas of the school. Year 2 Year 6 Phonics EYFS	All PP children are able to benefit from targeted support when necessary, throughout points of the year.	End of KS2 results which show that PP children make good progress and attainment. KS1 Children achieve reading standard. All PP children in EYFS achieve Good Level of Development in Reading.	Intervention Maps demonstrate that PP children are accessing additional support when necessary throughout the year. Maps that contain PP children are costed to show the use of PP funding that is spent on TA and developing interventions for these children.		Targets set:

1 2 4	1 3 4	All Pupil Premium Pupils make excellent progress with their reading.	<p>Reading is benchmarked and interventions and targets developed for reading.</p> <p>Benchmarking resources are used as part of QFWT for Guided reading opportunities.</p>	<p>PP children make extremely good progress from their starting points.</p> <p>Children improve their benchmarking levels.</p>	<p>Children reading skills develop to enable to improve their benchmarking levels.</p> <p>Specific reading skills are targeted for example retrieval and inference skills.</p>		
1 2 4	1 3 4	To develop high and aspirational targets for all children throughout the school including all Pupil Premium Children.	<p>All Pupil Premium Pupils achieve the Year 1 phonics standard.</p> <p>2 x Targeted children</p>	Year 1 Children achieve reading phonics standard.	2 hrs phonics interventions x £14 x 1 week x 39 week = £1,092		
1 2 4 7	1 3 4 5	To ensure that all PP children in KS2 receive directed Teacher and TA time throughout the Week as part of QFWT.	<p>Pupil Premium children receive regular feedback and receive regular next steps marking to ensure progress is made.</p> <p>(Linked to EEFoundation findings.)</p>	<p>PP children's books will show exemplary examples of school's marking and feedback policy with next step questions regularly set.</p> <p>PP children books will show frequent examples of next step questions and</p>	<p>TAs are used effectively to work with PP children.</p> <p>See final costings below:</p>		

				<p>misconceptions being corrected.</p> <p>PP Children's books will be sampled regularly to ensure children are making good progress.</p> <p>JR will be used across KS 2 to work alongside PP children and other child in small groups to develop their understanding in concepts.</p>			
1 2 4 7	1 3 4 5	To ensure that all PP children receive directed TA interventions when necessary.	<p>Pupil Premium children receive regular interventions around the core subjects: Maths Reading and Writing.</p> <p>(Linked to EEFoundation findings.)</p>	<p>PP children will receive regular interventions from class teachers and Teaching assistants.</p> <p>Intervention provision maps shows that all PP children including those children working at Greater Depth receive additional challenge.</p>	To be costed See individual year group provision maps:		
1 3 5	2 6 7	To continue to develop and improve the attendance of all Pupil Premium children.	Pupil Premium Children's attendance improves individually and as a cohort.	Children's attendance shows real improvement and external agencies are actively working with school to address attendance issues.	<p>School Office KC AS EWO</p> <p>External agencies such as FYPS.</p>		

			Individuals and families see an increase in attendance.	PP families' attendance increase by 2%. Targeted children increase their attendance rates by 5-7%.	Cost of EWO: £840 Attendance admin office staff £2000		
3 6	1 4 5	To develop PP children opportunities to attend extra-curricular and music enrichment clubs.	PP children across all key stages have access to all extra-curricular and enrichment clubs.	High aspirational targets sees 100% of all PP children doing at least one school club. PP Children not engaged in school clubs will be encouraged to attend clubs. Lunchtime Sports club will actively target PP children.	All members of staff running extra-curricular clubs Total Pro Soccer South Glos South Glos Music Hub. .		
3	4 6 7	To develop better play time and lunch time experiences for Pupil Premium children.	Play equipment will be funded and set up for lunchtimes and break times to encourage better co-operation between PP children. PP children will be actively selected to be Play and Friendship Buddies.	PP children will be able to go into class ready for learning in a clam, relaxed atmosphere. PP children's behaviour and learning attitudes are good and we see a reduction in playtime incidents. Monitoring of PP children behaviour incidents are reduced.	Play leadership time 5 days a week 1 hr x £13 X 39 weeks = £2,535		

3 6	2 4 5	To ensure that PP children across all areas of school have access to outdoor learning.	<p>KS1 Pupil premium children will develop life learning skills working together in an outdoor environment.</p> <p>KS2 children will be able to develop life long learning skills as part of Outdoor learning for example develop resilience and respect for the environment.</p>	Children are able to utilise skills in outdoor learning in all other areas of school life.	2.5 hrs a week x £13 X 39 weeks= £1267.50		
1 2 3 4	1 2 3 4 5 6 7	Pupil premium children have access to a Maths homework club to enable to develop their learning further.	PP Children who do not regularly do homework, will complete tasks in school, to help develop their learning.	Children are able to complete homework in school receiving teachers help when necessary.	(see Target 1.)		
1 2 3 4	1 2 3 4 5 6 7	To develop one page profiles for PP children so that all members of staff know about the children, with	All members of staff are aware of Pupil premium profiles and children's barriers to learning.	Pupil premiums children's profiles are regularly updated to show any achievements or external barriers that have been addressed.	All class teachers.		

		additional information provided by parents.					
1 2	6 7	To observe PP children within the classroom every half term to observe classroom attitudes to learning.	Learning habits of PP children is deemed to be good and children are making good progress in all core subjects.	Observations of PP children shows that children are working well and making good progress. Data shows that they are closing the gap with their peers.	KC AS RA Monitoring SLT.		
5	2 4	To ensure that all Vulnerable children including PP children safe guarding is monitored closely,	All staff will be trained in the use of CPOMS programme and the programme implemented across school to ensure all children are safe.	Statutory safeguarding obligations are implemented. All children are safe in their school environment and any concerns are picked up very quickly.	KC		
3 4	2 4	To ensure that the behaviour and emotional needs of children are met.	Pupil Premium children with specific emotional needs are given 1:1 time with Vicky Borel – behaviour and emotional specialist.	Pupil premium children are able to access school life and instances of difficulties are minor and improvements are seen in terms of attendance and attitudes to learning.	Cost of VB Time: Terms 1 , 3, 5 £125 per day X 19 half days= £1187.50		
3 4	2 4	To ensure that any external inhibiting factors that PP children may	External factors that may hinder a PP child's attendance and day at school are	Pupil Premium children's attendance improves and external factors are communicated from	HH Leadership time.		

		have are picked up and dealt with.	dealt with and KC is a link to the parents.	families to school through KC link.			
4	3	To ensure that PP children have access to a range of school trips and uniform.	PP funding will be used to make sure that PP children are able to access educational school trips.	Pupil Premium children attend all school trips throughout the year.	Costings of potential trips: £500 All PP children are able to access Trips throughout the year		
4		To develop Pupil Premium learning champions around school	Pupil Premium children in Year 6 and 5 work alongside KS1 Pupil Premium children to help with Reading, Maths, Writing. Pupil premium children visit other classrooms to talk about why school matters etc.	Year 5 and 6 Pupil Premium children to visit other classes in school. Talk about being role models and the importance of learning and behaviour.	Leadership time:		

						Total Expenditure:	
<p>NFER Strand 1: Whole school ethos</p>	<p>12 full day x supply £150 = £1,800</p> <p>Developing CPD</p>	<p>£33 x 1.5 hr week X 39 weeks = £ £1930.50</p> <p>Individual 1:1 support 2 PP children in Year 6. 0.5 hrs X £33 x 23 weeks= £379.50</p> <p>Writing support/ Maths support.</p>	<p>2. 5 hrs a week x £13 X 39 weeks= £1267.50</p>			£5,377	
<p>NFER Strand 2: Addressing Behaviour and Attendance</p>	<p>Cost of EWO: £840</p> <p>Attendance admin office staff £2000</p>	<p>Play leadership time 5 days a week 1 hr x £13 X 39 weeks = £2,535</p>	<p>Cost of VB Time: Terms 1 , 3, 5</p> <p>£125 per day X 19 half days= £1187.50</p>	<p>2. 5 hrs a week x £13 X 39 weeks= £1267.50</p>		£7,830	
<p>NFER Strand 3: High Quality Teaching for All</p>	<p>Redesign of new curriculum- potential CPD 3 day X £250 supply (two teachers)</p>					£750	
<p>NFER Strand 4: Meeting individual needs</p> <p>NFER Strand 5: Deploying staff effectively</p>	<p>2 hrs phonics interventions x £14 x 1 week x 39 week = £1,092</p>	<p>TAs are used effectively to work with PP children.</p> <p>Individual PP Costings:</p>	<p>Costings of potential trips and funding of breakfast club and musical, extra- curricular clubs = £500</p>			£4,595	

		5.5 hr x week x £14 x 39 weeks = £3,003					
				Total Premium Funding= £20,700	Total Expenditure:	£18,552	Further funding to be used throughout the year for Year 6 boosters/ Phonics interventions

St Helen's Pupil Premium Action Plan and Strategy 2019-20

Impact Review: End of Year Impact of PP spend: Update July 2020



Leaders responsible: Kelvin Chappell.

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 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 throughout the year as part of the monitoring process and governor monitoring

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 and the targets that we have set:

The school's Pupil Premium strategy plan details the barriers that we have highlighted as having the most significant impact on the progress and attainment of our PP children, these form the basis of PP strategy plan.

Pupil Premium children:

Key aims: The aspirations to target for 2019-20 are:

- 1) To promote and achieve high levels of attainment and progress, with all Pupil Premium groups closing the gap and making good progress from their starting points in EYFS.
- 2) To ensure that all PP children make very good progress in the core skills including Reading, Writing and Maths.
- 3) That all EYFS Pupil Premium Children make very good progress towards achieving a Good Level of development.
- 4) To ensure that 100% of PP children meet the Year 1 Phonics standard.
- 5) That KS2 Year 6 PP children meet top 20% of UK FFT progress targets

- 6) To ensure that 100% of PP children are involved in at least one extra- curricular and musical club each term.
- 7) That across the school, PP children make better progress than their peers and the gap starts to diminish.
- 8) That the attendance of PP children continues to improve by +2% and in individual families and children we see a year on year improvement.
- 9) That PP children make excellent progress in Maths making excellent progress with their number and calculation skills having frequent opportunities for Problem solving and reasoning challenges.
That PP children have access to regular feedback, self and peer assessment clearly moves children’s learning on and regular access to one to one feedback from teachers and teacher assistants.

In School Barriers to be addressed:

School Aspirations:	NFER strand:	Barriers to learning: Action	Desired Outcome:	Measurable Outcome: How will impact be measured?	Who? Costing:	Monitoring MEASURES OF IMPACT Significant Moderate Low Impact
1 2 4	1 3 4	All PP children have access to high quality good QFWT- every day. CPD development of all staff members.	PP Children make good progress in all the core subjects, having accessed good QFWT.	Attainment and Progress of children is good from their starting point in all the core subjects and the foundation subjects. End of KS2 results show that PP children make good progress and attainment. KS1 PP Children achieve FFT Top 20% targets and make good	CPD across the year- linked to SDP. Staff meetings linked to SDP. Training and mentoring for 2 NQTs. Staff have access to CPD opportunities. Supply opportunities for NQTs.	Significant

				<p>progress from their starting points.</p> <p>Progress from EYFS to end of KS2 is good.</p>	<p>12 full day x supply £150 = £1,800</p>	
--	--	--	--	----------------------------------------------------------------------------------------------	---------------------------------------------------	--

Background: Barriers to Learning:

School attainment and progress rates over the last few years have been good for PP children and individual children have demonstrated good progress. An emphasis has been on the development of consistency good teaching day in and day out so that PP children have access to QFWT teaching.

Impact: Significant Impact

In contrast to previous years there is no external statutory assessment to be able to compare the performance of children in particular year groups. Please see above internal data:

Evidence of QFWT (Quality First Wave Teaching.)

External monitoring of PP information:

Local Authority Challenge Review

St Helen's CE Primary School

Date: Thursday 26th September 2019

Review conducted by: Andrew Best, Strategic Lead: Education, Improvement and Commissioning, Neil Turner, Consultant Head teacher

The website provides very useful and very accessible information for parents and carers who have pupils with Special Educational Needs, through a series of user friendly information reports. This is has the potential to be exemplary advice. The Pupil Premium strategy is also available through the website and the aspirations are very clear.

Evaluation

Quality of Education

It is worth outlining from the outset of this narrative evaluation that this is an educationally healthy school, the diet that pupils receive is a good one and staff are learning focused in their outlook and have an appetite for school improvement. The quality of education during this visit focused in detail on Mathematics, the Humanities and to a lesser extent the teaching of reading.

What is it like to attend this school?

'Flying High' is the vision that sits at the heart of St Helen's Primary School. Leaders, staff and governors are highly ambitious for all pupils. This ambition flows through all aspects of school life. Leaders make sure that teachers set work that challenges pupils and ingrains a passion for learning. Pupils are well-rounded individuals and are remarkably well prepared for secondary school. This is because teachers help them to develop deep knowledge and skills in a wide range of subjects.

Teachers organise carefully the subjects that pupils learn, alongside values such as compassion, empathy and belonging. These values permeate the school. Pupils look after and respect each other. Behaviour is exemplary. Pupils say bullying does not happen at their school. They feel safe and are extremely confident that staff will sort out any concerns they may have.

All PP children follow same curriculum themes and topics as their peers in the Global Connected Curriculum- which focuses on linking Global themes alongside topics and our school values.

This has enabled children to also to make wider links with the local community- for example Yr 1 and 2: Nurturing Nurses: Children (including 2 with EHCPs) attended local nursing home to work with older citizens.



Monitoring of children's work showed PP working to good standards from their starting points:						
1 2 4	1 3 4	To support the needs of more vulnerable children.	Parents/Families and children have access to external services when needed. Meetings held with school assistant SENCo and Inclusion lead when required to do so.	Case studies show that children and parents/families are able to receive the vital and necessary help when required to do so.	VB Behaviour / Emotional support time. (See costings below)	
<p>Background Barriers to Learning: A number of PP families over the year have needed high levels of engagement and support. These PP families have required the assistance of the inclusion leader to help their child, for example engagement with health services, external services such as support workers and also required SAFs to be set up to develop preventative measures. Using PP funding we have looked at developing relationships with our more vulnerable children and families and have tried to intervene and offer support as early as possible. This year so far specific support has been primarily around attendance:</p> <p>Currently there are no other PP children who are being monitored by Social care (a reduction from previous years) and although we are monitoring a couple of families, we feel the early help of the inclusion leader and school is enabling parents and families to work well in conjunction with school. Alongside school, Vicky Borel (Emotional and Behaviour Support mentor) has had a significant impact working closely alongside children and parents. This has been a vital link that has enabled significant children and parents to receive support for a range of different difficulties. (see below and case studies)</p>						
1 2 4	1 3 4	All Pupil Premium Pupils make excellent progress with their reading.	Reading is benchmarked and interventions and targets developed for reading. Benchmarking resources are used as part of QFWT for Guided	PP children make extremely good progress from their starting points. Children improve their benchmarking levels.	Children reading skills develop to enable to improve their benchmarking levels. Specific reading skills are targeted for example retrieval and inference skills.	

reading opportunities.

Barrier to learning: PP children have lower entry points for reading and end of year assessments have demonstrated that they are making slower progress than their peers. Benchmarking assessments have been developed to ensure the children are tracked and monitored and interventions provided carefully. Priority reading sessions are developed and all PP children have consistently been benchmarked in Term 1, 2, 3.

For those PP children who returned to school, they were also benchmarked and phonics assessments held at the end of the year in T6.

School: St Helen's C of E Primary														
Term 5 - level	Pupil's Name	Term 3 - level	Percentage	Phonics level	Comprehension level	T2 Home Reading Book	Term 2 - level	Percentage	Phonics level	Comprehension level	T3 Reading Book	Term 3 - level	Term 2 - level	Percentage
	Changis	23	88%	4C	55									
9		25	96%	4C	5 OUT OF 6	ORANGE	33	96%	3 OUT OF 4	3 OUT OF 3	TURBOKING	9		
3		6	80%	3 OUT OF 4	4 OUT OF 5	YELLOW - REMAIN	6	96%	3 OUT OF 4	3	YELLOW - REMAIN	9	9	96%
10		18	52%	3 OUT OF 4	4 OUT OF 6	ORANGE	33	97%	4E	3 OUT OF 3	ORANGE - REMAIN	11		
9		13	88%	2 OUT OF 4	4 OUT OF 5	GREEN	33	92%	3 OUT OF 4	3E	TURBOKING	9		
11		23	87%	2 OUT OF 4	3 OUT OF 6	ORANGE - REMAIN	37	92%	3 OUT OF 4	3 OUT OF 3	ORANGE - REMAIN	11		
11		19	86%	3 OUT OF 4	2 OUT OF 6	PURPLE	19	98%	3 OUT OF 4	3 OUT OF 3	ORANGE - REMAIN	11		
9		17	88%	4E	5E	ORANGE	37	92%	4E	4 OUT OF 5	TURBOKING	9		
10		17	88%	4E	3 OUT OF 6	TURBOKING	37	100%	3 OUT OF 4	4 OUT OF 5	TURBOKING - REMAIN	11		
11		12	87%	3 OUT OF 4	3 OUT OF 5	GREEN	33	100%	3 OUT OF 4	3 OUT OF 3	ORANGE	11		
9		15	86%	3 OUT OF 4	4 OUT OF 6	ORANGE	37	96%	3 OUT OF 4	3 OUT OF 3	ORANGE - REMAIN	9	10	96%
11		23	87%	4E	3 OUT OF 6	TURBOKING	19	98%	4E	3 OUT OF 3	GOLD	11		
11		18	87%	3 OUT OF 4	3E	TURBOKING	19	99%	4E	3E	GOLD	11		

1 3 5

2 6 7

To continue to develop and improve the attendance of all Pupil Premium children.

Pupil Premium Children's attendance improves individually and as a cohort.

Individuals and families see an increase in attendance.

Children's attendance shows real improvement and external agencies are actively working with school to address attendance issues. PP families' attendance increase by 2%.

Targeted children increase their

School Office
KC AS
EWO

External agencies such as FYPS.

Cost of EWO: £840
Attendance admin office staff
£2000

				attendance rates by 5-7%.	
<p>Barrier to learning: A number of our PP children have had in previous year's very poor attendance and have had very high levels of poor attendance and examples of high levels of broken weeks. Individual PP cases of low attendance in previous years were highlighted and support and interventions put in place for these children. This meant that the children were not accessing the opportunities that were given in school, and linked to previous rates of poor progress, a whole school target of attendance for 97% was set and for all PP children to improve their attendance by at least 2% and the average PP attendance to raise by 2%. Individual target children have also had their own target of raising attendance by 5-7%.</p> <p>Impact: Moderate:</p> <p>Attendance Individual cases of PP children's rates shows some of our target children that their attendance was not increasing. Examples of some PP children attendance improvements over the years demonstrates that are PP work has had a significant impact and attendance this year for some children has improved significantly. Some of the attendance of PP children has improved although significantly there is still examples of frequent broken weeks. The amount of broken weeks of PP children will be a strategic target for the next few years.</p> <p>At the end of Term 3 before the out-break of Covid and the lockdown attendance of PP children was lower than that of their peers but in individual cases, attendance had improved. This is to be a continued target for next year.</p>					

St Helen's Leadership PP: Attendance Monitoring: 2019-20

PP and SEN attendance tracking:



135	267	To improve the attendance of all Pupil Premium children.	Pupil Premium Children's attendance improves individually and as a cohort. Individuals and families see an increase in attendance.	Children's attendance shows real improvement and external agencies are actively working with school to address attendance issues. PP families attendance increase by 2%. Targeted children increase their attendance rates by 5-7%.	School Office K2 AS EWO External agencies such as FMS.
-----	-----	----------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------

PP Strategy: Pupil Premium Aspirations: PP attendance continues to improve (+2%) so gap with peers diminishes.

School Target 2018-19 97% End of Year School Target for Pupil Premium children: 97% SEN children 97%

Pupil Premium aspirational targets to improve the attendance of all Pupil Premium Children in line with school attendance.

Year 4:	Year R	Year 1	Year 2	Year 3	Year 4
PP			End of Year	Term 6	Term 3
	82.3%	97.3%	98.94%	95.77 %	100%
Average:	82.4%	91.64%	92.46%	93.3%	95.3%
SEN Support					
	94.5%	99.2%	95.48%	97.88%	99.3%
	89.1%	94.47%	98.15%	96.03%	87.3%
EHCP	91.8%	96.83%	+3.27%		
	Year R	Year 1	Year 2	Year 3	Year 4
		End of Year	End of Year	Term 3	Year 5
Year 3:					
	90.16%	94.41%	96.03%	93.3%	
	95.6%	96.81%	96.83%	92.5%	
	97.3%	97.34%	97.35%	100%	
PP Average	92.9%	96.94%	96.03%	95.2%	
SEN					
EHCP					

3 6

1 4 5

To develop PP children opportunities to attend extra-curricular and music enrichment clubs.

PP children across all key stages have access to all extra-curricular and enrichment clubs.

High aspirational targets sees 100% of all PP children doing at least one school club.

PP Children not engaged in school clubs will be encouraged to attend clubs.

Lunchtime Sports club will actively target PP children.

All members of staff running extra-curricular clubs

Total Pro Soccer

South Glos Music Hub. .

Background:

PP children were not accessing a range of different clubs that were on offer and some parents explained that they were not able to afford extra-curricular clubs and school camps. A very aspirational target was set for 100% of PP children to be accessing an-extra-curricular clubs outside of school or music lessons and for all children to take part in school trips and activities.

Impact of PP spend: Moderate

Up to the Term 3 2019-20 The number of PP children who were accessing a club was 72%. Lunchtime provision is aimed at those children who are not yet, attending extra-curricular clubs to ensure that they are receiving some form of extra-curricular coaching.

Surname Forename	2018-19		2019-20	
	Term 1	Term 2	Term 1	Term 2
[REDACTED]	Gymnastics			Gymnastics
[REDACTED]	Football		Football	
[REDACTED]	Gymnastics			Gymnastics
[REDACTED]	Football		Football	Drums
[REDACTED]	Gymnastics		Chess	Tag Rygby
[REDACTED]	Football			Drums
[REDACTED]	Football		Football	
[REDACTED]			Football	Choir
[REDACTED]			Chess	Drums
[REDACTED]				Gymnastic Drums
[REDACTED]	Gymnastics			
[REDACTED]	Gymnastics	Netball	Girls Football	Gymnastics
[REDACTED]	Gymnastics			
[REDACTED]	football			Tag Rugby Drums
[REDACTED]	Football		Chess	Drums
[REDACTED]	Netball		Chess	
[REDACTED]				
	2018-19		2019-20	
	Dance		Term 1	Term 2
	Dance		Football	Football

Examples of PP children representing the school in different competitions:



3	4 6 7	To develop better play time and lunch time experiences for Pupil Premium children.	Play equipment will be funded and set up for lunchtimes and break times to encourage better co-operation between PP children. PP children will be actively selected to be Play and Friendship Buddies.	PP children will be able to go into class ready for learning in a calm, relaxed atmosphere. PP children's behaviour and learning attitudes are good and we see a reduction in playtime incidents. Monitoring of PP children behaviour incidents are reduced.	Play leadership time 5 days a week 1 hr x £13 X 39 weeks = £2,535
---	-------	------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------

Background:

A number of PP children have had difficulty managing their emotions in school and have several experiences of behaviour that have seen Red Card consequences, and difficulties at break times and dinner times. This means that children leave their classroom, to work in another classroom. This has meant that some children have potentially not made the progress that they should have. A number of children have emotional and behaviour difficulties and so we have looked at using PP funding to target lunchtime support specifically for these children, developing more opportunities for play and to improve behaviour at lunchtimes thus impacting on classroom sessions.

As you may know, one of our main visions for this year is to take our 'Flying High' ethos outside onto the playground and the children have tried really hard over the last few weeks to do this. Yesterday it was great to see so many children playing with the different activities provided by our play leaders including the chalk, which I'm sure you must have seen if you have walked across the playground. To watch our younger children being helped by the older children to draw and write was a joy to behold and I was even more 'blown away' when I saw a number of children writing our values and vision 'Flying High' in chinks on the playground. When that happens on their own accord - that's when you really know we have children who understand our belief that all children can aim high! Have a great weekend!



Impact of PP work: **Significant Impact**

Examples of Lunchtime and Break time activities 2019-20



In the above photos they all contain examples of PP children to show how they are engaged in the structured activities at Break time and Lunchtimes. CPOMS records of behaviours for these children shows a significant reduction in incidents. We feel this change in behaviour can be attributed to a number of factors including the more structured lunchtimes that gives activities for these children.

For those children who find the lunchtimes a little harder a special lunchtime fun club has been utilised to enable the children to have a more structured afternoon. The children have a highly structured afternoon, to enable them to have a routine that minimises difficulties.

Work with Vicky Borel: Significant Impact: Children who are seeing Vicky are able to manage their SEMH within the school environment and conversations with parents/carers about home life is positive.



Group Intervention Map 2019-20

Class: Mixed Term: 1

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)
[Redacted]	[Redacted]	1:1 sessions with Vicky Borel fortnightly. [Redacted]

3 6	2 4 5	To ensure that PP children across all areas of school have access to outdoor learning.	KS1 Pupil premium children will develop life learning skills working together in an outdoor environment. KS2 children will be able to	Children are able to utilise skills in outdoor learning in all other areas of school life.	2. 5 hrs a week x £13 X 39 weeks= £1267.50
-----	-------	----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	-----------------------------------------------

			develop life long learning skills as part of Outdoor learning for example develop resilience and respect for the environment.		
--	--	--	-------------------------------------------------------------------------------------------------------------------------------	--	--

Background:

A number of PP children have difficulty in persevering and showing determination and resilience in school. This means that when academic work gets tricky they give up easily- this means that sometimes they will not try harder challenges. A number of children lack the emotional intelligence to be able to 'have a go'.

Impact of PP work: Significant Impact

In order for PP children, to develop their resilience skills and to develop working in a team, a number of our PP children have been involved in outdoor learning groups. This has enabled the children to develop these skills in a range of different activities, to develop specific skills to enable them to utilise these skills in the classroom.



1 2 3 4	1 2 3 4 5 6 7	To develop one page profiles for PP	All members of staff are aware of	Pupil premiums children's profiles	All class teachers.
---------	---------------	-------------------------------------	-----------------------------------	------------------------------------	---------------------

		children so that all members of staff know about the children, with additional information provided by parents.	Pupil premium profiles and children's barriers to learning.	are regularly updated to show any achievements or external barriers that have been addressed.	
1 2	6 7	To observe PP children within the classroom every half term to observe classroom attitudes to learning.	Learning habits of PP children is deemed to be good and children are making good progress in all core subjects.	Observations of PP children shows that children are working well and making good progress. Data shows that they are closing the gap with their peers.	KC AS RA Monitoring SLT.
<p>Barrier to learning; As part of the monitoring routine PP children are involved in conferencing throughout and PP individual needs are consider carefully through one-page profiles.</p>					



PUPIL PROFILE 2019-20

These people are important to me:

My family (my mum, my dad, my brother and my sister, my nan and my other nan, my auntie and my grampy) and my friends (Poppy, Katie and Niyumi).

THIS IS ME



Things I like or am interested in:

I really like English and after school I like Art and making books. Me and my mum are making a book at the moment – I'm doing the illustrations for it.

Things I am good at:

Art, English, I love to write and I'm really good at looking after my siblings. It's a hard thing to do but I keep on doing it.

Things I find difficult or need help with:

I sometimes need help with my maths because I'm not really a good mathematician.

Other things I would like you to know about me:

I've been trying really hard ever since I started at St Helen's in Year 3 to show all the values and I think I've nailed every single one!

Strategies and support which have proved to help:

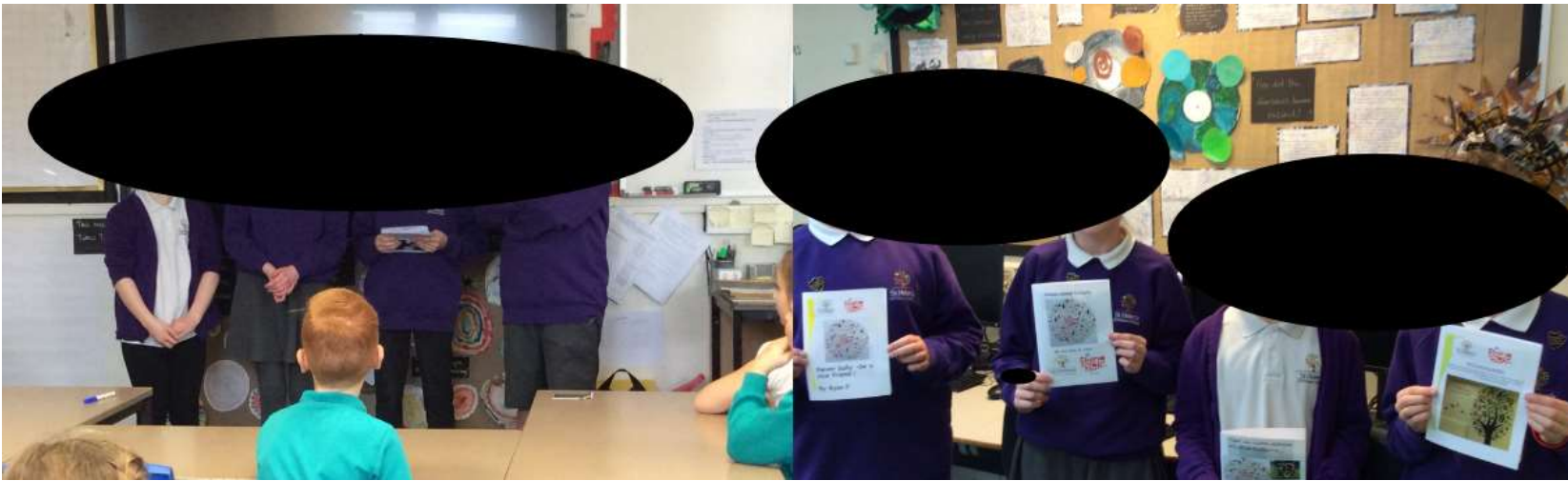
I will look back at what I've done before to help me remember what to do.
I talk to my partner when I'm feeling stuck.

5	2 4	To ensure that all Vulnerable children including PP children safe guarding is monitored closely,	All staff will be trained in the use of CPOMS programme and the programme implemented across school to ensure all children are safe.	Statutory safeguarding obligations are implemented. All children are safe in their school environment and any concerns are picked up very quickly.	KC
---	-----	--------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	----

3 4	2 4	To ensure that the behaviour and emotional needs of children are met.	Pupil Premium children with specific emotional needs are given 1:1 time with Vicky Borel – behaviour and emotional specialist.	Pupil premium children are able to access school life and instances of difficulties are minor and improvements are seen in terms of attendance and attitudes to learning.	Cost of VB Time: Terms 1 , 3, 5 £125 per day X 19 half days= £1187.50
3 4	2 4	To ensure that any external inhibiting factors that PP children may have are picked up and dealt with.	External factors that may hinder a PP child's attendance and day at school are dealt with and KC is a link to the parents.	Pupil Premium children's attendance improves and external factors are communicated from families to school through KC link.	HH Leadership time.
4	3	To ensure that PP children have access to a range of school trips and uniform.	PP funding will be used to make sure that PP children are able to access educational school trips.	Pupil Premium children attend all school trips throughout the year.	Costings of potential trips: £500 All PP children are able to access Trips throughout the year
4		To develop Pupil Premium learning champions around school	Pupil Premium children in Year 6 and 5 work alongside KS1 Pupil Premium	Year 5 and 6 Pupil Premium children to visit other classes in school.	Leadership time: NOT DEVELOPED:

			children to help with Reading, Maths, Writing. Pupil premium children visit other classrooms to talk about why school matters etc.	Talk about being role models and the importance of learning and behaviour.	
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------	--

Moderate impact: PP children are able selected at Learning ambassadors to help develop their oracy skills. Children are involved in school initiatives for example develop child friendly anti-bullying leaflets.



Behaviour, attitudes and personal development (if applicable)

This was not a strategic focus of the review however you can build up an evidence base from the visit that would support a view that this is another strength of the school. In lessons pupils are not just polite but because of how lessons are structured they have opportunities for discussion through how they are seated which creates an atmosphere of learning focused sociability. The school has a Learning Council,

with pupils that greet you on arrival to a classroom, they talk confidently not just about their learning but about who they are and what they enjoy about the school, this can only help their self-esteem and confidence.

Local Authority Challenge Review Day September 26th 2019.