

# St Helen's Pupil Premium Strategy 2025-2026



This statement details our school's use of pupil premium funding to help improve the attainment of our pupils with disadvantage.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for pupils with disadvantage, last academic year.

### School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers :	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kelvin Chappell
Pupil premium lead	Kelvin Chappell
Governor / Trustee lead	Fiona Kitson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	September 205 14 X children in receipt of FSM x £1,515 = £ 21,210 4 X children LAC / Post adoption x £2,630= 10,520 2 X children Service Premium x £350 = £700 <b>Total funding available to school= £32,430</b>
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£32,430

## Part A: Pupil premium strategy plan

### Statement of intent: Updated September 2025-2026

All our children aspire to our school vision: ***'Excellence, Enjoyment and achievement together in a nurturing Christian Community' 'They will soar on wings like Eagles – Isaiah 40:31'***

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 embody our school ethos: **Flying High**, and particularly those children who are in receipt of Pupil Premium. It is our shared belief as a school that: ***'the practitioners in the classroom'*** are the best form of intervention for all children including 'children with disadvantage.' The culture and vision that we have created in school and our **Flying High** aspirations is held by all staff -right across the school and everyone understands the importance of QFWT (Quality First Wave Teaching) so that everyone feels a collective responsibility for families with disadvantage. We have a culture of high expectations and a belief that ***'all pupils irrespective of background or starting point, can attain well and thrive in the wider school life.'***

The guiding principles around this include:

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

#### **To us, excellence means...**

Having high standards and expectations of one another  
Being Innovative  
Continuously improving  
Learning from our mistakes  
Challenge for all  
Aiming to be the best that we can be!

#### **To us, enjoyment means...**

Being excited about learning!  
Creating memories  
Being enthusiastic and engaged, experiencing a variety of opportunities  
Feeling safe and secure  
Having fun!

#### **To us, achievement means...**

Everyone developing and making progress  
Feeling proud of yourself  
Everyone feeling valued  
Developing resilience  
Appropriate challenge for all  
Reaching our potential

We want all our children including pupils with disadvantage to have these experiences that we give within our school vision.



## Data Context for children with disadvantage across the school:

Challenge number	Detail of challenge (Please see separate internal data for overview of specific data)
1	<p>Reading knowledge: KS1 focus: Year 1 phonics assessments for children was lower than national and local averages. Internal data monitoring identified that several children did not make good progress from their starting points. (See Data)</p> <p>Target: Develop high quality phonics RWI at the core of Early Reading development with all children in KS1.</p>
2	<p>Reading Data across the school shows that a few children are not at EXS for Reading. Parent voice also shows that these children are also not reading at home.</p> <p>Reading knowledge: KS2 focus: Trying to develop a balanced whole reader with benchmarking at the heart of reading assessments – A number of children are targeted for individual priority reading.</p>
3	<p>Initial Reception Data assessments shows that some children have difficulties with Communication and Language and unidentified SEMH needs. Children's oracy skills will need developing and clear focus on this within the classroom provision and additional interventions to develop children's PSED.</p>
4	<p>Children in EYFS and Year 1 have a lower understanding of Number fluency and did not reach ELGs and EXS. The children's attainment is lower in this area.</p>
5	<p>Analysis of CPOMS demonstrates that several children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour which resulted in suspension in the previous academic year.</p>
6	<p>Previous attendance data shows that some families have a history of lower attendance and other family issues that need supporting through school internal systems before we reach Early Help Stages.</p>
7	<p>Children with disadvantage are accurately assessed upon entry to the school. Some children have unidentified SEND needs which may impact on progress. School tracking systems shows more children are entering school with unidentified SEND needs in EYFS than in other areas of school.</p>

## Intended outcomes for children with disadvantage

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.

Detail of challenge:	Intended outcome and Success criteria:
Reading knowledge: KS1 focus: Year 1 phonics assessments for children was lower than national averages and target is for all children to be meeting the phonics threshold. (See Data)	<p>2025 Year 1 phonics data was lower than national and local authority averages. No children with disadvantage passed the phonics test and analysis of reading data shows that none of these children are on track to achieve EXS in KS1.</p> <p><b>Ambition:</b> 100% of children with disadvantage to achieve the phonics standard making accelerated progress from their starting points.</p>
Reading Data across the school shows that a few children are not achieving EXS for reading.	<p>KS2 reading data shows that not all children with disadvantage are achieving EXS for reading. Analysis of benchmarking and NFER end of year data shows that there is a lack of fluency and inference skills.</p> <p><b>Ambition:</b> Attainment will be 100% EXS across KS2 in reading for children with disadvantage.</p>
Initial Reception Data assessments shows that some PP children have difficulties with Communication and Language. Children's oracy skills to be developed through a clear focus within the classroom provision and focused interventions to develop children's PSED.	<p><b>Ambition:</b> All children with disadvantage will make good progress through the development of oracy skills and weekly SALT interventions.</p> <p>Children with disadvantage will be assessed when entering the school to identify any potential SEMH /C and L difficulties.</p>
Some PP Children in EYFS and Year 1 have a lower understanding of number fluency and did not attain ELGs and EXS. The children's attainment is lower in this area.	<p>All children will have daily Flashback 4 and Big Maths in their Maths provision to develop their fluency skills.</p> <p><b>Ambition:</b> All children in Year 1 will be proficient in NC expectations for Year 1, including: number bonds to 20 and counting in multiples of 2s, 5s, and 10s.</p>
Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour).	<p><b>Ambition:</b> Reduce the frequency of behaviour incidents and suspensions.</p>
Previous attendance data shows that some PP children have a history of lower attendance due to family issues that are supported through internal school systems before reaching 'Early Help'.	<p>EWO support will continue for those families who continue to have attendance challenges.</p> <p><b>Ambition:</b> 100% of disadvantaged children improve attendance by more than 1% on their previous year's attendance rate.</p>

<p>PP children are assessed for SEND needs upon entry to the school. School tracking systems shows more children are entering school with unidentified SEND needs in EYFS than in other areas of school.</p>	<p>Our most vulnerable children will be given a pupil passport to identify any possible SEND needs and barriers to learning.</p> <p><b>Ambition:</b> All needs are clearly identified and supported with appropriate strategies.</p>
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### Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Good daily QFWT Teaching in Phonics RWI.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for children with disadvantage.</p> <p>Through regular assessment we can ensure that the phonics teaching is carefully matched to the pupils needs. This is critical in enabling children to make good progress and identify children who may be making slower than expected progress. In this instance, children will receive 1:1 tuition in addition to their daily phonics lesson.</p> <p><a href="https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf">https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf</a></p>	1, 2
RWI leader – SDP Reading strand to ensure rigorous and tracking of phonics teaching.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>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 vocabulary, which may be subject-specific.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently as part of GR programme.</p>	1, 2
CPD with Teachers via Maths subject leader, enables staff to provide enriched high	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Mastery Learning:</p>	4

<p>quality Maths lessons.</p> <p>Release time for SLs to monitor the quality of QFWT in Maths and for teachers to look at each other's practices</p> <p>Re- introduction of Big Maths in KS1.</p>	<p>'mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.'</p> <p>NCTEM – Maths Mastering Number programme</p>	
<p>Class teacher and SENCO CPD work on Zones of Regulation.</p>	<p>Children are able to work well in school when self-regulated.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Behaviour Interventions are shown to have a significant impact.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>Modelling the social and emotional wellbeing of all PP pupils.</p> <p>Children are able to work well in school when self-regulated.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>3, 5</p>

#### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention work with small groups of identified children across the school to include:</p> <p>English and maths to secure accelerated progress and</p>	<p>Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions.</p> <p>Education Endowment Foundation: • small group tuition</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions</a></p>	<p>1, 2, 3</p>



improved attainment Social and/or nurture interventions to support pupils' emotional well being		
Lowest 20% of Year 1 and 2's receive daily, in-class phonics intervention	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers	1, 2, 4

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

Budgeted cost: £ 5,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
HT/ Office rigorous monitoring of attendance. EWO Involvement and engagement in working with families. Individual barrier action plans to be developed.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>  <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>  Work concentrated on developing a clear action plan and rationale for improving attendance working individually with all parents.	6
SENCO work with CT on identifying needs of children early. External support to be provided where possible for children with SEMH needs.	Modelling the social and emotional wellbeing of all PP pupils. Children can work well in school when self-regulated.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	7
<i>SLT workshops</i> <i>Provide external support/VB for:</i> <ul style="list-style-type: none"> <li>• 1:1 family support;</li> </ul>	Education Endowment Foundation: Developing Parental engagement.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement/</a>	6, 7

<ul style="list-style-type: none"> <li>• 1:1 sessions to signpost;</li> <li>• completing referrals;</li> <li>• attending case conferences;</li> <li>• attending/leading EHAP</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	
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**Total budgeted cost: £32,430**

## Part B: Review of the previous academic year- see separate Impact report for 2024-2025

### Outcomes for disadvantaged pupils

<i>See separate impact report from previous academic year.</i>
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### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

#### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*