

# 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 disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils 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   | Neil Ayliffe Chair of Curriculum and Standards Committee |

### Funding overview

| Detail  | Amount   |
|---|--|
| Pupil premium funding allocation this academic year   | September 205<br>X children in receipt of FSM<br>x £1,515<br><br>X children LAC / Post adoption x £2,630<br><br>X children Service Premium x £350<br><br><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>  | <b>£32,430</b>   |

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| <p><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></p> |  |
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## 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 our children and in particular any children who are *'Disadvantaged pupils.'* We want 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 'disadvantage children.' 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 disadvantage families. That is 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.'***

We never lower our expectations of children regardless of their status' and we are relentless in our aim for all children to make progress, academically, socially and personally in school to be Flying High, so that they work towards our school vision. 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 each other
- Being Innovative
- Continuously improving
- Going the extra mile
- Learning from our mistakes
- Challenging for all
- Aiming to be the best!

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

- Being excited about learning!
- Creating memories
- Being enthusiastic and engaging and 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 the most disadvantage pupils to have these experiences that we give within our school vision.

**Our definition of disadvantage children:**

In our school community, disadvantaged children are those who, due to their family background, experiences, or circumstances, may not have the same educational advantages as their peers. We define and support them not just by eligibility for funding, but by recognising the barriers they may face to success and by ensuring every child has the opportunity and support to reach their full potential.

We use targeted teaching, personalised feedback, enrichment opportunities, and pastoral support to help diminish gaps in learning, confidence and engagement, so that every child can flourish.

**Barriers to Learning – Contextualised**

At our school, a small but significant proportion of pupil's experience barriers to learning linked to economic disadvantage (FSM 9%) and additional needs (SEND 12%). Although these percentages are below national averages, we recognise that the impact on individual pupils can be substantial and requires carefully targeted support

**Data Context for disadvantage children across the school: Please also see school internal barriers information.**

| Challenge number | Detail of challenge (Please see separate internal data for overview of specific data)  |
|------------------|--|
| 1                | Reading knowledge: KS1 focus: Year 1 phonics assessments for disadvantage children was lower than national and local averages. Internal data monitoring identified that several disadvantage children did not make good progress from their starting points. (See Data)<br><br>Target: Develop high quality phonics RWI at the core of Early Reading development with disadvantaged children in KS1.<br><br>Engage children and parents to be reading at home. |
| 2                | Reading Data across the school shows that a few disadvantage children are not at EXS for Reading. Parent voice also shows that these children are also not reading at home.<br><br>Reading knowledge: KS2 focus: Trying to develop a balanced whole reader with benchmarking at the heart of reading assessments – A number of disadvantage children are targeted for individual priority reading and targeted in class  |
| 3                | Initial Reception Data assessments shows that some disadvantage children have difficulties with Communication and Interaction 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.  |
| 4                | Children in EYFS and Year 1 have a poor understanding of Number fluency and did not reach ELGs and EXS. The disadvantage children's attainment is lower in this area.  |
| 5                | Analysis of CPOMS demonstrates that several disadvantages children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour which resulted in suspension in the previous academic year.   |
| 6                | Previous attendance data shows that some disadvantage families have a history of very poor attendance and other family issues that need supporting through school internal systems before we reach Early Help Stages.  |
| 7                | Disadvantaged children on entry to school needs are accurately assessed. These children's unmet SEND needs is making progress difficult. School tracking systems   |

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|   | shows more children are entering school with unidentified SEND needs in EYFS or in other areas of school.  |
| 8 | To enrich the opportunities for disadvantage children, to have the experiences of clubs internally and to take part in wider school opportunities such as sporting competitions and choir etc. |

### Intended outcomes

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 disadvantage children was lower than national averages and target is for all disadvantage children to be meeting the phonics threshold. (See Data)   | <p>2025 Year 1 phonics data was lower than national and local authority averages. This was the first drop in the attainment trend. <b>No disadvantage children passed the phonics test and analysis of reading data shows that no disadvantages child is in line for EXS in KS1.</b></p> <p>The number of disadvantage children to achieve the phonics standard targeted to be targeted at 100%.</p> <p>Tracking will show that all disadvantaged children will make accelerated progress from their starting points and make good progress across the year.</p> |
| Reading Data across the school shows that a number of disadvantages are not at EXS for Reading.   | <p>KS2 reading data shows that % of disadvantage children at EXS for reading is lower than non-disadvantaged children. Analysis of benchmarking and NFER end of year data shows that the children's fluency is lacking and inference skills need to be developed. This will be a focus of QFWT improving Guided Reading systems in KS2.</p> <p>Disadvantaged children attainment to be 100% EXS across KS2.</p>  |
| 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 and additional interventions to develop children's PSED. | <p>All Disadvantages children from their starting points will make good progress and oracy skills will develop and weekly SALT interventions will be provided.</p> <p>All disadvantaged children entering school needs will be assessed to identify SEMH / C and I difficulties.</p>   |

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| Some PP Children in EYFS and Year 1 have a poor understanding of Number fluency and did not reach ELGs and EXS. The disadvantage children's attainment is lower in this area.                               | <p>All children and disadvantaged children have a provision diet of daily Flashback 4 and Big Maths woven into their Maths provision, this enables the children to develop their fluency skills.</p> <p>All children in Year 1 will be proficient in NC expectations for Year 1, including: number bonds to know number bonds up to 20, such as <math>10 + 10 = 20</math>.</p> <p>Count in multiples of 2s, 5s, and 10s.</p> <p>Targeted academic support.</p> |
| Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.)  | The number of behaviour incidents reduce and the disadvantage children who have had suspensions in the previous academic year reduces further  |
| Previous attendance data shows that some PP children have a history of very poor attendance and other family issues that need supporting through school internal systems before we reach Early Help Stages. | 100% of disadvantaged children maintain or improved attendance by more than 1 % on their previous year's attendance rate. EWO support is continued for those families who are at who are having difficulty with  |
| PP children on entry are accessed for SEND needs. School tracking systems shows more children are entering school with unidentified SEND needs in EYFS or in other areas of school.                         | Our most vulnerable identified disadvantage children on arrival will be given a pupil passport to address barriers and to identify any possible SEND needs. All needs are clearly identified and met.  |
| All disadvantage children have the opportunities of experiences of clubs internally and to take part in wider school opportunities such as sporting competitions and choir etc.                             | Funding will be set aside to enable all disadvantage to access some clubs and children will be selected for different events to have a wider opportunity of cultural capital than they would normally do so.   |

### 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 priorities for current academic year (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 disadvantaged children.</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 particular 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                           |



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| <p>CPD with Teachers via Maths subject leader, enables staff to provide enriched high 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><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:<br/>'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>   | 4   |
| <p>Class teacher and SENCO CPD work on Zones of Regulation.</p>  | <p>Children are able to work well in school when self regulated.<br/><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 well being of all PP pupils.</p> <p>Children are able to work well in school when self regulated.<br/><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>Children are able to work well in school when self regulated.<br/><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> | 3 5 |

#### 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 |
|--|--|-------------------------------|
| Intervention work with small groups of identified children | Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions. | 1 2 3                         |

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| across the school to include:<br>English and maths to secure accelerated progress and improved attainment<br>Social and/or nurture interventions to support pupils' emotional well being | Education Endowment Foundation: • small group tuition<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions</a>   |       |
| 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><br><br>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<br>Involvement and engagement in working with families.<br>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><br><br><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><br><br>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.<br>External support to be provided where possible – including developing 'The Nest' provision for  | Modelling the social and emotional well being of all PP pupils. Children are able to work well in school when self regulated.<br><br><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                             |

|   |   |     |
|---|---|-----|
| children with SEMH needs.   |   |     |
| Provide external support / Vicky Borel for <ul style="list-style-type: none"> <li>• 1:1 family support;</li> <li>• 1:1 sessions to signpost;</li> <li>• completing referrals;</li> <li>• attending case conferences;</li> <li>• attending/leading EHAP</li> </ul> | Education Endowment Foundation: Deevloping Parental engagement.<br><br><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><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a> | 6 7 |

**Total budgeted cost: £32,430**

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

### Outcomes for disadvantaged pupils

*See separate impact report from previous academic year.*

### 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)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

#### 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.*