

Pupil premium strategy statement – St Helens CE Primary School 2020-21

1. Summary information					
School	St Helens CE Primary School				
Academic Year	2020-21	Total PP budget	£115,670	Next PP Review	Sept 2021
Total number of pupils	220	Number of pupils eligible for PP	86	Date for next internal review of this strategy	July 2021

2. Current attainment at KS2			
Last Headline Data due to STA cancellation of all assessment in 2020.		<i>Pupils eligible for PP (2018/2019)</i>	<i>National Other (2018/2019)</i>
% achieving in expected standard in reading, writing and maths		11%	51%
% achieving expected standard in reading		50%	64%
% achieving expected standard in writing		28%	67%
% achieving expected standard in maths		50%	64%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Improve the outcomes for disadvantaged pupils at the end of KS1
B.	Maintain the strong outcomes for disadvantaged pupils at the end of KS2
C.	Disadvantaged children require more pastoral support and intervention to access the curriculum in order to achieve
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance across school lower than national average – attendance of children eligible for PP is also lower than national.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the outcomes for disadvantaged pupils at the end of KS1	1. Improvement in the schools expected standard figures at KS1 in all subjects for DA children.
B.	Maintain the strong outcomes for disadvantaged pupils at the end of KS2	2. At least in line if not better with the schools expected standard figures at KS2 in all subjects for DA children in comparison.
C.	Disadvantaged children require more pastoral support and intervention to access the curriculum in order to achieve	1. Intervention records are clear and evidence impact on attainment and progress of DA pupils.

		<ol style="list-style-type: none">2. Successful intervention outcomes are mirrored in whole school tracking data for DA pupils.3. Pastoral support for pupils shows that DA children have better access to the curriculum and impacts on desired outcomes A, B and D
D.	Attendance across school lower than national average – attendance of children eligible for PP is also lower than national	<ol style="list-style-type: none">1. Attendance of DA children to increase.2. Attendance gap between DA children and other children will narrow to less than 1.5%.

5. Planned expenditure					
Academic year		2020/2021			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Maintain the strong outcomes for disadvantaged pupils at the end of KS2	Employment of Trust Teaching and Learning Lead to offer bespoke and cascade good practise to KS2 practitioners particularly in writing.	Results in reading and writing across school in terms of both progress and attainment are not a national measure on a regular annual basis. High level support advice and practice from Trust Leader will impact on DA children across cohorts.	Monitoring and evaluation methods for whole school will show evidence of better practice (e.g. book scrutiny, planning checks, lesson observations, drop-ins, data progress). Staff in key year groups would significantly improve practice rapidly.	L Sennett E Baird S Hudson	July 2021
Improve the outcomes for disadvantaged pupils at the end of KS1	KS1 leader to continue to work across key stage and impact on KS1 results and Phonics and LKS2/	Baseline information evidenced that practice in KS1 was a concern and having improved approaches to phonics teaching and general practice across KS1 would enable an upskilling of existing practice and better outcomes for KS2 classes to inherit.	Monitoring and evaluation methods for KS1 will show evidence of better practice (e.g. book scrutiny, planning checks, lesson observations, drop-ins, data progress). Staff in key year groups would significantly improve practice rapidly.	L Sennett E Baird M Shires	July 2021
Improve the outcomes for disadvantaged pupils throughout school.	HoS to lead on a whole school approach in adapting the marking and feedback so DA chn have highly specific intervention from teacher or support staff.	Results in reading and writing across school in terms of both progress and attainment are not a national measure on a regular annual basis. High level support advice and practice from HoS will impact on DA children across cohorts.	Monitoring and evaluation methods for whole school will show evidence of better practice (e.g. book scrutiny, planning checks, lesson observations, drop-ins, data progress). Staff in key year groups would significantly improve practice rapidly.	E Baird	July 2021
Attendance across school lower than national average – attendance of children eligible for PP is also lower than national Maintain the strong outcomes for disadvantaged pupils at the end of KS2 Improve the outcomes for disadvantaged pupils at the end of KS1	Development of a nurture provision and further development of a nurture room for high level SEMH children to improve access to mainstream school.	Whilst disruption of both high and low level behaviour is declining, we have a number of children who encounter a number of ACES. Trauma-informed practise is needed to support these children particularly DA children.	High level behaviour incidents would either have less impact on whole class teaching across school or reduce in number generally or both. Advice would be sought and staff trained to a level to ensure children have consistent support when working together	L Sennett D Day C Saxton E Baird M Shires	July 2021

<p>Attendance across school lower than national average – attendance of children eligible for PP is also lower than national</p> <p>Disadvantaged children require more pastoral support and intervention to access the curriculum in order to achieve</p>	<p>Employment of a Pastoral Care Leader to work with vulnerable families in our school community</p>	<p>There are a large proportion of disadvantaged children who also have safeguarding concerns. A strong link between school and those families is important in making sure they achieve the best they can.</p>	<p>The pastoral care leader will work with children across school focussing on our most vulnerable families and children (a large proportion of these are disadvantaged). The PCL will aim to ensure these children are helped with other factors that may affect their learning and progress in school such as attendance, safeguarding concerns and behavioural issues.</p>	<p>D Day L Sennett C Saxton E Baird</p>	<p>July 2021</p>
<p>Attendance across school lower than national average – attendance of children eligible for PP is also lower than national</p>	<p>Running of breakfast club including food, resources and employment of staff with additional encouragement to ensure DA children attend more often</p>	<p>This helps with punctuality and attendance of DA children who access the provision as often DA children who do not, can have poorer attendance.</p>	<p>Children can access before school provision to help parents who struggle to make the beginning of the school day. Any children with attendance issues are supported and all children have access to a breakfast before starting the school day.</p>	<p>D Day M McKeegan L Sennett</p>	<p>July 2021</p>
<p>Maintain the strong outcomes for disadvantaged pupils at the end of KS2</p> <p>Disadvantaged children require more pastoral support and intervention to access the curriculum in order to achieve</p> <p>Improve the outcomes for disadvantaged pupils at the end of KS1</p>	<p>Employment of a speech and language therapist</p> <p>Use of NELI programme.</p>	<p>The speech and language therapist visits school weekly to work on a one-to-one basis with children who have a specific need in these areas. There are a proportion of disadvantaged children who require support to enable them to overcome barriers to access the curriculum at their age expectations.</p>	<p>Targeted children are given allocated time to work with SLT weekly in specific 1:1 sessions. A report is discussed with the SENCo on a regular basis</p>	<p>C Saxton L Sennett</p>	<p>July 2021.</p>

<p>Maintain the strong outcomes for disadvantaged pupils at the end of KS2</p> <p>Improve the outcomes for disadvantaged pupils at the end of KS1</p>	Continued subscription to a range of ICT programmes	To enable learners who access the curriculum in different ways. The EEF toolkit suggests that +4 months can be gained with digital technology.	To aid the taught curriculum, the use of ICT programs has enhanced this and will continue to.	L Sennett E Baird G Dunbar	Termly
<p>Disadvantaged children require more pastoral support and intervention to access the curriculum in order to achieve</p>	Subsidised trips and visitors to support topics in the new curriculum	Children in the community the school serves have very limited opportunities to access experiences outside of their own. The EEF toolkit suggests that +3 months can be gained from outdoor activities and experiences	To enable disadvantaged children to have a full understanding of the curriculum, they will take part in half termly 'experiences' with their class where they may go on a class visit out of school or have a visitor come to school to 'bring the topic alive'. Pupil Premium funding will be used to subsidised these expenses to make it affordable for parents.	L Sennett E Baird	April 2021
<p>Attendance across school lower than national average – attendance of children eligible for PP is also lower than national</p>	Funding attendance rewards	Improvement of attendance with DA children is clear. Much of this relates to the work gone into improving attendance on the SIP.	To promote attendance across school. With some rewards requiring finance, this has led to specific disadvantaged children being identified and their attendance tracked.	D Day L Sennett	Half termly
<p>Disadvantaged children require more pastoral support and intervention to access the curriculum in order to achieve</p>	Subsidised funding towards the residential school visit	Children in the community the school serves have very limited opportunities to access experiences outside of their own. The EEF toolkit suggests that +3 months can be gained from outdoor activities and experiences	Disadvantaged children who have chosen to access the residential trip in the summer will have a significant reduction in the cost (almost half price) to enable this to be accessible to these families. The residential trip will allow children to experience outdoor and adventurous activities that they may not otherwise have chance to do. They will also have some chance to develop their independence and responsibility amongst other skills.	E Baird L Sennett	Annually
Total budgeted cost					£115,670

