



St Helen's CE Primary School

Pupil Premium Strategy

2022 - 2023



This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

SCHOOL OVERVIEW	
DETAIL	DATA
SCHOOL NAME	St Helen’s CE Primary School
NUMBER OF PUPILS IN SCHOOL	220 (204 FT plus 16 PT nursery children)
PROPORTION OF PUPIL PREMIUM ELIBILBLE PUPILS	43%
PUPIL PREMIUM ALLOCATION THIS ACADEMIC YEAR	£117,142 (last academic year) £128,380
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	3 years Autumn 2021 – Autumn 2024
DATE THIS STATEMENT WAS PUBLISHED	December 2021 – Reviewed October 2022
DATE ON WHICH IT WILL BE REVIEWED	September 2023
STATEMENT AUTHORISED BY	Louise Sennett (Executive Headteacher)
PUPIL PREMIUM LEAD	Eddy Baird (Head of School)
GOVERNOR / TRUSTEE LEAD	TBC

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£128,380
RECOVERY PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	
PUPIL PREMIUM FUNDING CARRIED FORWARD FROM PREVIOUS YEARS (ENTER £0 IF NOT APPLICABLE)	£0
TOTAL BUDGET FOR THIS ACADEMIC YEAR <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>	£129,612

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At St Helen’s our ultimate goal is to ensure that we use Pupil Premium Funding to help us accelerate progress, raise attainment and narrow the gaps for disadvantaged pupils with those of non-disadvantaged pupils nationally. Our expectation is that all pupils, irrespective of their background or the challenges they face, become strong readers. This will enable them to ‘read to learn’, broaden their horizons and be interesting and inquisitive citizens.

During the period of this strategy, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well, both in and beyond school:

- oral language
- vocabulary gaps
- school closure
- SEND
- SEMH
- attendance

Our approach will be responsive to both common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. We will:

- Improve the quality of teaching first and foremost, through evidence informed implementation and evidence informed programmes, practices and strategies.
- Have clear and high expectations of all children, particularly those facing disadvantage and vulnerability.
- Ensure there are no ‘hidden ceilings’ placed on children, promote the view that all children can and will achieve.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.
- Act early to intervene at the point the need is identified.
- Ensure disadvantaged pupils are challenged in the work that they are set.

CHALLENGES

(This details the key challenges to achievement that we have identified among our disadvantaged pupils.)

Challenge Number	Detail of Challenge
1	<p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.</p> <p>Our baseline assessments on entry to Reception demonstrates that 45% of our disadvantaged pupils arrive below age-related expectations for CLL compared to only 35% of others.</p>

2	<p>Internal and external assessments show some disadvantaged pupils attain less well in the Y1 phonics check, impacting on their development as readers.</p> <p>Our current Y1 assessment data shows that 62% of our disadvantaged pupils are on track to achieve age-related expectations in their summer PSC compared to 76% of others.</p>
3	<p>Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are backed up by a number of national studies on partial school closures.</p>
4	<p>Since returning to full-time school this spring, more pupils have been added to the SEND register within school and a significant number are progressing towards statutory assessment.</p> <p>There are now 64 children on the SEND Register (33 of these are disadvantaged pupils). We currently have 3 EHCPs within school (1 of these is a disadvantaged pupil). We now have 12 children with My Support Plans (6 of these are disadvantaged pupils).</p>
5	<p>Our assessments, observations and discussions and observations have identified social and emotional issues for some disadvantaged pupils, including a lack of self-confidence.</p> <p>Within our school, 19 of the pupils on the SEND Register are identified as needing additional support with social and emotional needs, with 12 currently receiving small group interventions. Since the pandemic, teacher referrals for support have increased.</p>
6	<p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>At present, 25% of our PP children are classed as persistently absent. Our in-school attendance gap for our PP pupil is currently around 1%.</p>

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.)

Intended Outcomes	Success Criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>External school improvement support verifies these findings in pupils' day to day learning.</p>
Improved reading attainment among disadvantaged pupils.	<p>KS1 PSC scores reflect our ambition to reduce the attainment gap between disadvantaged children and their peers.</p> <p>End of KS1 and KS2 outcomes show that disadvantaged pupils perform as well as disadvantaged pupils nationally, and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.</p>

Improved writing attainment among disadvantaged pupils.	End of KS1 and KS2 outcomes show that disadvantaged pupils perform as well as disadvantaged pupils nationally, and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.
Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.	End of KS1 and KS2 outcomes show that disadvantaged pupils perform as well as disadvantaged pupils nationally, and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing will be seen, demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A decrease in the number of SEMH concerns will be logged on CPOMS.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance will be evident, demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4%. • There will be no attendance gap between disadvantaged pupils and their non-disadvantaged peers. • The percentage of all pupils who are persistently absent will consistently below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

ACTIVITY IN THIS ACADEMIC YEAR

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

TEACHING

(for example, CPD, recruitment and retention)

Budgeted cost:	£57,500	
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure consistency of teaching of early reading and phonics.</p> <p>Purchase additional decodable books to support implementation of the SSP.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2

<p>This will include CPD and teacher release time, so that staff can work with external expertise from our English Hub.</p>		
<p>Purchase and implementation of ICAN Early Talk and Primary Talk (the curriculum) from EYFS up to KS2.</p> <p>This will include CPD and teacher release time working with external expertise.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1</p>
<p>Design and implementation of a new phonics-based spelling system across KS2 (based on the ideas and principles from Christopher Such).</p>	<p>https://primarycolour.home.blog/</p>	<p>2, 3</p>
<p>Implement the revised structure for writing across KS2, includes a focus on modelling and supported practice.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 3</p>
<p>3 year involvement with the Maths Hub – Teaching for Mastery programme.</p> <p>This includes CPD for the Maths Lead, one KS1 and one KS2 teacher. This will then be disseminated across all staff.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>3</p>
<p>Continuation of revised marking and feedback policy.</p> <p>DA children to have high quality, specific feedback/intervention from staff following whole class marking (will involve pre and post teaching).</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>3, 4</p>

Continued subscription to a range of ICT programmes to aid the taught curriculum.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=digit	3, 4
<p>Improve the quality and rigour of assessment.</p> <p>Purchase of standardised assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered effectively.</p> <p>Includes purchase of new assessment and tracking software (for both formative and summative assessment information).</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1?utm_source=/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1&utm_medium=search&utm_campaign=site_search&search_term=assessing</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct support through interventions or teacher instruction.</p>	1, 2, 3, 4

TARGETED ACADEMIC SUPPORT (for example, tutoring, one-to-one support structured interventions)		
Budgeted cost:	£42,500	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention (NELI) for pupils in EYFS and Y1.	https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	1
Engagement with the National Tutoring Programme for small groups of pupils targeted at specific needs (White Rose Maths and tutor led English sessions initially).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 4, 5
Additional phonics sessions provided daily for any children not keeping up with the rest of the cohort – our ‘whatever it takes’ children.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

<p>Establish small group or individual interventions for pupils falling behind age-related expectations.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Interventions across school include: ICAN Early Talkers, Dough Gym, Music Interaction, Colourful Semantics, Lego Therapy, ELSA, Rainbow Words, Sentence Smart, Fit 2 Learn, Toe by Toe, Plus One and Talkabout.</p>	<p>4, 5</p>
<p>Employment of a Speech and Language Therapist.</p>	<p>https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/</p> <p>Targeted children from across school are given allocated time to work with SaLT onsite for specific 1:1 interventions. There are a proportion of DA children who require support to enable them to access the curriculum at their age expectations.</p>	<p>4</p>

WIDER STRATEGIES

(for example, related to attendance, behaviour, wellbeing)

<p>Budgeted cost:</p>	<p>£30,000</p>	
<p>Activity</p>	<p>Evidence that supports this approach</p>	<p>Challenge number(s) addressed</p>
<p>Employment of a Pastoral Care Leader to work with our vulnerable children and families in school (PP partly funds this role).</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>A large proportion of our PP children also appear on our SG register too. A strong link between school and these families is important in making sure they achieve the best they can.</p> <p>Our PCL works with children on families on: attendance, engagement, safeguarding concerns and behaviour support.</p>	<p>5, 6</p>
<p>Involvement in the Magic Breakfast programme – ‘classroom bagels’ for all pupils every morning.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p>	<p>5, 6</p>
<p>Free Breakfast Club places for key pupils and families who need support, particularly around attendance and punctuality.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p> <p>This helps with punctuality and attendance of children, including those who are DA.</p>	<p>5, 6</p>

<p>Purchase of Education Welfare Service SLA, to support families and pupils with poor attendance and punctuality.</p> <p>Relaunch of attendance rewards across school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=sitel_search&search_term=attendance</p>	<p>6</p>
<p>Development of a nurture provision and further development of a nurture room for children with high level SEMH needs.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>We have a significant number of children in school who experience ACES. Trauma informed practise is needed to support these children (often DA).</p>	<p>4, 5</p>
<p>Subsidised funding for trips, experiences, visitors and residential.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Many of the children in our community have limited chances to access experiences outside of their own. To enable disadvantaged children to have a full understanding of the curriculum, they will take part in half-termly experiences with their class – they may either go out on a visit or have a visitor come into school. PP funding will be used to subsidise these experiences to make it affordable for parents.</p>	<p>3</p>
<p>Contingency fund for acute issues.</p>	<p>Some funding/resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.</p>	<p>1, 2, 3, 4, 5</p>

<p>TOTAL BUDGETED COST:</p>	<p>£130,000</p>
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PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Expected Standard	KS2	Reading			Writing			Maths			Combined		
		National 2022	School 2019	School 2022	National 2022	School 2019	School 2022	National 2022	School 2019	School 2022	National 2022	School 2019	School 2022
	% all children	74%	44%	73%	69%	29%	73%	71%	47%	63%	59%	21%	60%
	% boys		39%	73%		22%	80%		44%	73%		17%	67%
	% girls		50%	70%		38%	67%		50%	53%		25%	50%
	% disadv		50%	50%		28%	50%		50%	50%		11%	50%
	% SEN		0%	36%		0%	36%		17%	18%		0%	18%

Greater Depth	KS2	Reading			Writing			Maths			Combined		
		National 2022	School 2019	School 2022	National 2022	School 2019	School 2022	National 2022	School 2019	School 2022	National 2022	School 2019	School 2022
	% all children	28%	6%	20%	13%	6%	3%	22%	6%	17%	7%	3%	3%
	% boys		11%	13%		6%	0%		6%	27%		6%	0%
	% girls		0%	27%		6%	7%		6%	7%		0%	7%
	% disadv		0%	20%		0%	10%		0%	20%		0%	10%
	% SEN		0%	9%		0%	0%		0%	0%		0%	0%

Expected Standard	KS1	Reading			Writing			Maths			Combined		
		National 2022	School 2019	School 2022	National 2022	School 2019	School 2022	National 2022	School 2019	School 2022	National 2022	School 2019	School 2022
	% all children	67%	38%	63%	58%	18%	63%	68%	49%	67%	53%	18%	63%
	% boys		48%	61%		22%	61%		70%	67%		22%	61%
	% girls		25%	67%		13%	67%		19%	67%		13%	67%
	% disadv		31%	40%		13%	40%		38%	40%		13%	40%
	% SEN		0%	0%		0%	0%		0%	0%		0%	0%

Greater Depth	KS1	Reading			Writing			Maths			Combined		
		National 2022	School 2019	School 2022	National 2022	School 2019	School 2022	National 2022	School 2019	School 2022	National 2022	School 2019	School 2022
	% all children	18%	3%	13%	8%	0%	8%	15%	0%	13%	6%	0%	8%
	% boys		4%	11%		0%	6%		0%	11%		0%	6%
	% girls		0%	17%		0%	17%		0%	17%		0%	17%
	% disadv		6%	10%		0%	10%		0%	10%		0%	10%
	% SEN		0%	0%		0%	0%		0%	0%		0%	0%

Review of outcomes from last academic year

1. Improved oral language skills and vocabulary among disadvantaged pupils:

We have seen an improvement in oracy language and vocabulary in all children but in particular the disadvantaged. This has been evident in External Review visits (where in pupil interviews disadvantaged children are the focus) in many of the foundation subjects are remembering key and age-related vocabulary. This has also been evident in writing. Nevertheless, we have made this a priority this academic year purchasing ICAN training and resources to ensure all disadvantaged children are improving their oracy and vocabulary.

2. Improved reading attainment among disadvantaged pupils:

In both KS1 and KS2 SATs, we increased the reading attainment overall but in disadvantaged children particularly in KS1 where we are closer to national than previously. Because of this increase and the increase in non-disadvantaged children, the gap did get wider between the 2 groups and therefore, this will be a focus this academic year as well as increasing the attainment of disadvantaged pupils.

3. Improved writing attainment among disadvantaged pupils:

In both KS1 and KS2 TA writing, we significantly increased the writing attainment in disadvantaged children particularly in KS2 where we made nearly a 20% increase. Also, in both KS1 and KS2 have closed the gap to national attainment in disadvantage. Nevertheless, the gap did get wider between the 2 groups and therefore, this will be a focus this academic year as well as increasing the attainment of disadvantage pupils.

4. Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2:

In maths, we have seen the least increases in attainment in disadvantaged children however we have closed the gap nationally. This will be a priority this academic year to ensure the gap between disadvantage and non-disadvantaged is improved significantly.

5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

This remains difficult to measure impact due to the coding of Covid and the impact Covid had in our school. Currently our disadvantage children are surpassing the attendance of their counterparts but attendance is a huge priority because of what it is currently.

EXTERNALLY PROVIDED PROGRAMMES

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SALT	NHS Mid Yorks
ICAN Early Talkers	ICAN
NELI	Elkan
Dough Gym	abcdoes.com
Music Interaction	Learning Support following CPD
Picture News Write	Picture News
Picture News Communicate	Picture News
Read, Think, Write	Learning Support following CPD
Colourful Semantics	NHS Leeds
Lego Therapy	Learning Support following CPD
ELSA	Elsa Network
Rainbow Words	Learning Support/WISENDSS
Sentence Smart	Learning Support plus new commercially bought resources from Smart Kids
Times Tables RockStars	Maths Circle Ltd
Toe by Toe	Keda Publications
Barrington Stoke School Spelling Dictionary	Barrington Stoke Ltd
Plus One	1,2,3 Learning
Power of Two	1,2,3 Learning
Talkabout	Alex Kelly Ltd
Fit 2 Learn	Fit 2 Learn CIC

SERVICE PUPIL PREMIUM FUNDING (OPTIONAL)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Our Pastoral Care Leader is now a trained Mental Health First Aider. She works with children across school, including service children, to deliver nurture interventions and support.</p> <p>Where gaps have been identified in service children’s education we have addressed these with targeted support from support staff.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Teachers observed improvements in wellbeing amongst service children.</p> <p>Assessments demonstrated progress in subject areas where extra support was provided.</p>

FURTHER INFORMATION (OPTIONAL)

In planning our new Pupil Premium Strategy, we evaluated why activity undertaken in previous years had not always had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. The pandemic has given us deeper insights into family life for those children from disadvantaged backgrounds and we have been able to forge stronger relationships with parents and carers as a result.

Over the last 24 months, we have been involved with the One Wakefield programme – a collaboration between Wakefield LA, Doncaster Research School and local schools. Through this we have studied the [EEF’s implementation guidance](#) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. The support from One Wakefield will continue across the remainder of this academic year, with both webinars and support clusters available for school leaders.

We have put a robust evaluation framework in place for the duration of our three-year approach. This will help us to make adjustments to secure better outcomes for pupils over time.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Funding, CPD and support from our local English Hub (JCA) – whilst we are finished the link, it continues to have a significant impact on phonics teaching and pupil results.

- Funding, CPD and support from our local Maths Hub – we have just begun our three year journey towards Maths Mastery and are looking forward to seeing the impact on maths teaching and results.
- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a local authority [grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.