

# Pupil Premium Strategy Statement – St Helen’s CE Primary School

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	210 (191FT)
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lee Swift
Pupil Premium Lead	Andy Preston
Governor / Trustee lead	Donna Wheatley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,080
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>	£140,080

# Part A: Pupil premium strategy plan

## Statement of intent

At St Helen's CE Primary School, we set high expectations for all pupils in our school and believe that, with high quality first teaching, early intervention and targeted small group or 1:1 support, robust diagnostic assessment methods, quality social and emotional support, regular and effective engagement with parents and a personalised approach to meeting children's individual needs, every child can fulfil their individual academic, social and emotional potential.

Our Pupil Premium funding is allocated effectively each year to have the necessary impact across school to support pupils to achieve at least the same academic outcomes as non- disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, reducing educational inequity. Our Strategy supports these aims by ensuring pupils receive high-quality teaching across all subjects, but with a specific focus on reading, writing, maths, phonics and as a Church of England school, Religious Education, including daily worship and a solid understanding of our Core Christian Values.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to embed the importance of cultural and arts opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Our personalised curriculum, led by strong subject leaders, provides children in receipt of Pupil Premium, with opportunities to develop their confidence, independence and enables them to be successful learners, who will thrive in later life and make a positive contribution to society.

Leaders also use the funding to create opportunities for children to develop skills including resilience, perseverance, self-esteem through quality, targeted care for children and families. We work closely with external agencies, for example, Future in Mind, the Children's First Hub, and Educational Psychologists to support pupils socially and emotionally.

The strategies we employ at St Helen's are evidence-informed using recommendations outlined by Education Endowment Foundation and the DFE. We believe every child, regardless of their starting point, should not have a 'ceiling' placed upon them. We believe all our children can achieve anything, given the right support and direction, regardless of their ability, starting position or background.

## Challenges

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

Challenge Number	Detail of Challenge
1	<p>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> <p>Pupils who fall behind in CLL also fall behind in reading.</p>
2	<p>Due to effective intervention and support, pupils, including those that are disadvantaged, achieve highly in the Year 1 Phonics Screening Check. However, by the end of KS1 a larger proportion of disadvantaged pupils that achieved the Year 1 PSC do not achieve the Expected Standard in Reading at the end of Year 2.</p> <p>Pupils who struggle with reading at the end of Year 2 struggle to catch up to their peers and remain behind for their journey through primary school.</p>
3	<p>Assessments, discussions and observations show that disadvantaged pupils struggle to achieve the Expected Standard in writing and the gap between disadvantaged and non-disadvantaged is wide in a number of year groups. Pupils do not become fluent and develop automaticity in their handwriting and this then impacts on the amount that pupils write. They have to think so much about letter formation that cognitive overload means they cannot focus on the skills needed to produce high-quality writing.</p>
4	<p>A large proportion of pupils, particularly those from disadvantaged backgrounds, come to school not ready to learn due to not having effective morning routines and chaotic home lives. They arrive at school hungry and dysregulated. This affects their behaviour and therefore educational outcomes. These pupils also suffer with the social emotional and mental health.</p>
5	<p>There is an increasing number of children who have both SEND and are disadvantaged. 28 pupils are both SEND and disadvantaged (9 of which have an EHCP). These pupils need extra support to make sure that they made good or better progress when compared to their starting points.</p>
6	<p>Our analysis shows that a number of disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>At present, 20% of our PP children are classed as persistently absent. Our in-school attendance gap for our PP pupil is currently around 1%.</p>
7	<p>A large number of our children have limited experiences outside of Hemsworth and do not go on visits and trips with their families. The experiences that they get are all from school.</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 Outcome	Success Criteria
<p>Improve reading outcomes, at Key Stage One in particular and narrow the gap between the attainment of Disadvantaged pupils vs Non-disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• % of pupils who achieve the Expected Standard at Key Stage One increases from 63%. 3 pupils have been targeted for 2025-2026 academic year.</li> <li>• % of disadvantaged pupils who achieve the Expected Standard at Key Stage One increases from 53%. 2 pupils have been targeted for 2025-2026 academic year.</li> <li>• % of pupils who achieve the Year 1 PSC and then achieve the Expected Standard at the end of KS1 increases. 3 pupils have been targeted for 2025-2026 academic year.</li> </ul>
<p>Pupils in KS2 who fall behind in their reading quickly catch-up.</p>	<ul style="list-style-type: none"> <li>• Number of pupils who require KS2 Rapid Catch-up reduces when compared to start of each year.</li> <li>• 100% of pupils accessing the programme make at least expected progress when compared to their starting points.</li> </ul>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• % of children who achieve the 'Speaking' and 'Comprehension' statements in EYFSP increases year on year.</li> <li>• % of pupils who access school Nursery provision who baseline as 'expected' at the start of Reception increases year on year.</li> </ul>
<p>Improved writing attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• % of pupils who achieve the Expected Standard in every year increases from the previous year. Teachers have identified pupils who are being targeted.</li> <li>• % of disadvantaged pupils who achieve the Expected Standard in every year increases from the previous year. Teachers have identified pupils who are being targeted.</li> </ul>
<p>Achieve and sustain improved wellbeing for all pupils in school, particularly disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Number of pupils who require 1:1 and small group interventions for SEMH reduces as pupils move through school.</li> <li>• Suspensions reduce year on year.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Attendance of all pupils is in-line with the National Average</li> <li>• Attendance of disadvantaged pupils is in-line with the National Average for disadvantaged pupils.</li> <li>• Persistent absence reduces to be at least in-line with the National Average.</li> </ul>

## 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: £68,000

Activity <i>(menu of approaches in bold and italics)</i>	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils</i></b></p> <p>Implement a new spelling programme for KS2 once pupils have completed Little Wandle Bridge to Spelling &amp; Spelling programmes</p>	<p><a href="https://www.gov.uk/government/publications/subject-report-series-english">https://www.gov.uk/government/publications/subject-report-series-english</a></p>	3
<p><b><i>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils</i></b></p> <p><b><i>Professional development to support the implementation of evidence-based approaches</i></b></p> <p>Embed Little Wandle Letters and Sounds Phonics and Early Reading Programme, including Rapid Catch-Up for pupils falling behind</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <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><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	2 & 5

<p><b><i>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils</i></b></p> <p>Embed Kinetic Letters handwriting programme throughout school for pupils in every year group.</p>	<p><a href="https://www.gov.uk/government/publications/subject-report-series-english">https://www.gov.uk/government/publications/subject-report-series-english</a></p>	<p>3 &amp; 5</p>
<p><b><i>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils</i></b></p> <p>Embed the One Life PSHE Programme to all children in school.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>4 &amp; 5</p>
<p><b><i>Professional development to support the implementation of evidence-based approaches</i></b></p> <p>Implement revised Marking and Feedback policy.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>2, 3 &amp; 5</p>

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

Budgeted cost: £43,000

<b>Activity (menu of approaches in bold and italics)</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b><i>Targeted interventions to support language development, literacy or numeracy</i></b></p> <p>Implement Wellcomm intervention for pupils in</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2 &amp; 5</p>

<p>Early Years and KS1 who require support.</p>		
<p><b><i>One to one and small group tuition</i></b></p> <p>Additional phonics sessions provided daily for any children not keeping up with the rest of the cohort.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2</p>
<p><b><i>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</i></b></p> <p><b><i>Targeted interventions to support language development, literacy and numeracy</i></b></p> <p>Establish small group or individual interventions for pupils falling behind age-related expectations.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 2, 3 &amp; 5</p>
<p><b><i>Targeted interventions to support language development, literacy and numeracy</i></b></p> <p>Implement Little Wandle Rapid Catch-Up for pupils falling behind in KS2.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <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>2 &amp; 5</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Supporting pupils' social, emotional and behavioural needs</i></b></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><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></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>4, 5 &amp; 6</p>
<p><b><i>Breakfast clubs and meal provision</i></b></p> <p>Involvement in the Magic Breakfast programme – toast for all pupils every morning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a></p>	<p>4 &amp; 6</p>
<p><b><i>Breakfast clubs and meal provision</i></b></p> <p>Free Breakfast Club places for key pupils and families who need support, particularly around attendance and punctuality.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>4 &amp; 6</p>
<p><b><i>Supporting attendance</i></b></p> <p>Embed the revised attendance strategy</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p>	<p>6</p>

<p><b><i>Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips</i></b></p> <p>Subsidised funding for trips, experiences, visitors and residential.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>7</p>
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**Total budgeted cost: £141,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Early Years Foundation Stage

- In 2025, 38% of pupils achieved a Good Level a Development. This is lower than in previous years; however, children made very strong progress compared to their starting points. Two pupils struggled with Self-Regulation. Support was put in place and continues to be put in place in Year 1. This had a significant impact on the overall data as the two pupils accounted for 22%.

#### Year 1 Phonics Screening

- For four consecutive years, the percentage of disadvantaged pupils passing the PSC is higher when compared to the national average for disadvantaged pupils. This is the same for both boys and girls. In 2025, 77% of disadvantaged pupils achieved 32+ on the PSC compared with 68% nationally.

#### Year 4 Multiplication Check

- In 2025, 55% of disadvantaged children scored 25/25 in the MTC. This is 16% higher than the national average for non-disadvantaged children. The average score for non-disadvantaged pupils was 23 in 2025.

#### Year 6 SATs

- 3yr averages for Reading, Writing and Maths at the Expected Standard were close to average. This was also the same the individual subjects for Writing, Maths and EGPS.
- 3yr averages for Reading have been Above the National Averages.
- In 2025, 81% of disadvantaged pupils achieved the Expected Standard in Reading. This is higher than the National Average for non-disadvantaged pupils.
- In 2024, 56% of disadvantaged pupils achieved the Expected Standard in Writing. This is in line with the National Average for disadvantaged pupils (59%).
- In 2025, 69% of disadvantaged pupils achieved the Expected Standard in Maths. This is higher than the National Average for disadvantaged pupils and close to the National Average for non-disadvantaged pupils.
- In 2025, 44% of disadvantaged pupils achieved the Expected Standard in Reading, Writing and Maths combined. This is in line with the National Average for disadvantaged pupils (47%).

#### Attendance & Persistent Absence

- In 2024/2025, school attendance was 93.7% in school compared to 92.6% for disadvantaged pupils nationally. This increased 1.5% when compared to 2023/2024.
- School persistent absence decreased by 2.9% in 2024/2025 to 23.6%, which was below the National Average of disadvantaged pupils of 24.4%.

## 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.*

<b>Programme</b>	<b>Provider</b>
SALT	NHS Mid Yorks
Wellcomm	GL Assessment
Dough Gym	abcdoes.com
Music Interaction	WISENDSS
Picture News Write	Picture News
Colourful Semantics	NHS Leeds
Lego Therapy	WISENDSS
TimesTables RockStars	Maths Circle Ltd
Talkabout	Alex Kelly Ltd
Fit 2 Learn	Fit 2 Learn CIC
Kinetic Letters Handwriting Programme	Kinetic Letters
One Life	KW Consultancy

## Further Information

In planning our Pupil Premium Strategy, we triangulated evidence from multiple sources of data including internal and external assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We have 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 have also looked at studies about the impact of the pandemic on disadvantaged pupils.

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.