

# St Helena's CE Primary School, Willoughby

## Pupil Premium Strategy Statement

**This information contained in this report is from September 2022- August 2023 and outlines the plans for the academic year 2023/24.**

This report outlines what the pupil premium is and how it has been used to support pupils at our school. We hope you will find the following information useful and informative.

The Pupil Premium- FAQs:

**What is the pupil premium?** The Pupil Premium is extra money that schools receive to meet the needs of pupils who are socially disadvantaged and at risk of underachievement. It is provided to support these pupils in reaching their potential.

**How is the pupil premium allocated to schools?** The amount schools receive is determined by the number of pupils who have been known to be eligible or are currently known to be eligible for free school meals (FSM). In addition an allocation is made for pupils who are Looked After Children (LAC) and Service Children.

**Who decides how the funding is used?** Schools decide how the funding should be used and are trusted to ensure that it is used for the purposes intended. Schools are held accountable for how they use the funding, and the performance tables capture the achievement of those pupils covered by the Pupil Premium.

**How do we identify pupils at our school?** We are committed to ensuring that the provision we make secures teaching and learning opportunities to meet the needs of all pupils and that the needs of pupils who are considered to be vulnerable or socially disadvantaged are adequately assessed and addressed as part of the additional provision we make through the Pupil Premium. In making provision at St Helena's, we recognise that not all pupils who receive FSM will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or qualify for FSM. At our school Pupil Premium funding is allocated for individual and groups of pupils identified as:

- Socially disadvantaged and/or eligible for FSM/LAC/Service Children
- Vulnerable and at risk of underachievement
- Subject to a child in need plan
- Having been identified with complex needs

**How do we provide for our pupils?** The attainment of disadvantaged pupils can be raised through a variety of interventions. At St Helena's, the following range of provision has been identified for this range of pupils:

- Facilitating access to the curriculum
- Providing additional support in the classroom
- Providing additional teaching and learning opportunities

May 2016

- Offering alternative support and interventions

We endeavour to support all our children academically, socially, emotionally and physically. We do this by providing the best quality teaching, carefully matched interventions, engaging resources and purposeful learning spaces that we can. This is evaluated regularly by staff and governors through lesson observations, work scrutinies and pupil progress meetings. As always, we focus on what is working well and what needs to improve to ensure all children maximise their potential and make as much progress as they possibly can throughout the year.

1. Summary information					
<b>Academic Year</b>	2022/23	<b>Total PP budget</b>	£24, 500	<b>Date of most recent PP Review with Governor responsible for PP</b>	18/07/23
<b>Total number of pupils</b>	129	<b>Number of pupils eligible for PP:</b>	21 Pupil Premium Children = 16% of number on roll 9 are SEND (42% of total PP and 6% of school number on roll) Pupil Premium amounts to £24,500 this financial year (£38000 last academic year).	<b>Date for next internal review of this strategy</b>	

#### Measuring the impact of Pupil Premium spending - May 2023 Outcomes

One child was eligible for funding in the **Early Years Foundation Stage** and they reached a Good Level of Development. They must be a priority for Year 1 staff to accelerate their basic skills to ensure their academic potential is met.

**Year 1 National Phonics test** – 4 of the 5 children eligible for the funding achieved the phonics pass mark

**Year 2 National Assessments** – 2 of the 14 children were eligible for the funding

Both children made expected progress in all subjects from Year 1 and attained the age-related expectations in Reading, Writing and Maths, 1 was a Greater Depth mathematician.

**Year 6 National Assessments** – 4 of the 19 children were eligible for the funding

READING	Pupil Premium Children (4)	Non-Pupil Premium Children (15)
Working Pre Key Stage 2		

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Did not achieve the standard	1	2
Achieved the Standard	2	14
<b>WRITING</b>	<b>Pupil Premium Children (4)</b>	<b>Non-Pupil Premium Children (15)</b>
Working Pre Key Stage 2		
Working Below the standard	1	3
At the expected standard	2	10
Working at Greater Depth in the standard	1	2
<b>MATHS</b>	<b>Pupil Premium Children (4)</b>	<b>Non-Pupil Premium Children (15)</b>
Working Pre Key Stage 2		
Did not achieve the standard	1	3
Achieved the Standard	3	12
<b>Grammar, Spelling, Punctuation</b>	<b>Pupil Premium Children (4)</b>	<b>Non-Pupil Premium Children (15)</b>
Working Pre Key Stage 2		
Did not achieve the standard	2	4
Achieved the Standard	2	11

All SEND Pupil Premium children met their final Learning Plan targets for 2022-23.

<b>2. Barriers to future attainment for pupils eligible for PP</b>	
<b>In-school barriers</b>	
<b>A.</b>	Oral language/phonological skills in FS1 and KS1 were lower for pupils eligible for PP than for other pupils. This will slow reading progress in subsequent years.
<b>B.</b>	KS2 pupils, including those who are eligible for PP, will need targeted support to increase their confidence and progress in Writing across the year groups following the Covid pandemic. This may hinder sustained achievement by the end of Y6.
<b>C.</b>	Higher SEND proportions of PP pupils: 42% of PP have special educational needs (August 2023)
<b>External barriers</b>	
<b>D.</b>	Attendance rates for some pupils eligible for PP are below the target for all children of 96%. This reduces their school hours and causes them to fall behind on average. Loss of schooling and routine during the Lockdown period may have caused disaffection, disengagement and emotional fragility amongst this group of learners.

<b>E.</b>	A number of families need Early Help/TAC support within the PP cohort	
<b>F.</b>	A substantial number of families are unable to help their children explore the wider locality beyond East Lindsey	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language/phonological skills for pupils eligible for PP in YR/KS1.	Pupils eligible for PP in YR/1/2 make rapid progress by the end of the year so that all pupils meet the Phonics threshold.
<b>B.</b>	Higher rates of progress in Writing across the whole school, especially for KS2 pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 2 in writing (measured by teacher assessments and successful moderation practices established across the Kyra East Hub and with an external English consultant).
<b>C.</b>	PP pupils who have specific learning difficulties will receive targeted support and so make accelerated progress in their area of need	All SEND PP children meet their Learning Plan targets.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to 96% in line with school target.
<b>E.</b>	PP pupils, who have specific social and emotional welfare issues, and their families will receive targeted support enabling the children to make at least expected progress in RWM. They will be in school for at least 96% of the time and will confirm the targeted support has helped them cope with their area of need.	Initial and final assessments show improvements in pupils' emotional literacy and well-being.
<b>F.</b>	UKS2 PP children will be able to attend our annual residential to an outdoor adventure centre and other overnight curriculum enrichment sleepovers. A careers' fair will introduce new people, places, vocations and enterprises to our Y4-6 children, raising their aspirations and broadening their horizons.	All children speak highly of the extra-curricular opportunities and are beginning to articulate their ambitions and hopes for the future.

4. Planned expenditure					
Academic year		2023-24 £27 645			
i. Quality of teaching for all					
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?
Continue to improve progress in Writing across the whole school and particularly for KS2 PP pupils	<p>Smaller teaching groups in Y3/4/5/6 for RWM</p> <p>Continued CPD for all supported by Jeannie Bulman (external English Consultant)</p> <p>Y6 After school Maths/writing Clubs 1 hour/week from January – May 2024 with teacher/TA/Head</p>	<p>Over time, KS2 pupils including those eligible for PP are making less progress than other pupils nationally and within the LA in Writing. We want to ensure that PP pupils can achieve at least expected progress by the end of Y6.</p> <p>Writing stamina was a real casualty of the Lockdown and observations of learners on their return in March 2021 evidenced this.</p>	<p>Use staff meetings/virtual CPD sessions to deliver training and explore methodology.</p> <p>Peer observations of subsequent teaching after CPD will embed learning.</p> <p>Paired learning walks with advisers will quality assure our teaching practices</p> <p>Book scrutinies/pupil conferences every three weeks</p> <p>Writing moderations by external consultant in October 2023, March 2024 and July 2024, tracking the PP children from July 2023</p>	English Lead	<p>Termly Pupil Progress meetings with Head</p> <p>Performance management discussions 3x/year</p> <p>Weekly meeting with English Leads</p>

<b>Total budgeted cost</b>					£14,010
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Accelerated progress in oral language/phonics skills in YR/1/2	Small group provision of "Read, Write, Inc." across YR and KS1  Regular 1:1 tutoring for PP children after the learning sessions.	Some of the pupils need targeted support to keep up. "RWI" is a programme which has been independently evaluated and shown to be effective in our school and others over the last 5 years.	Organise timetable to ensure sufficient number of staff are delivering provision and they have sufficient assessment, preparation and delivery time. Lesson observations by English Lead, Phonics lead and Head	Y1 teacher Phonics Lead/ Early Years Lead	Every 6 weeks after half termly phonics assessments to review groupings of children according to their stage
PP pupils, who have specific learning difficulties, will receive targeted support and so make accelerated progress in this area of need	Specialist intervention programmes, as detailed by SENDCo, are delivered either 1:1/small groups by highly trained TAs.	Tried and tested Language development programmes have supported SEND pupils in the past, as recommended by our LA Specialist teacher.	Weekly and termly updates between class teacher and intervention programmes teaching assistants.  Termly assessment by our SENDCo  Termly assessments using Classroom Monitor by teachers  Learning Plan meetings with the family, teacher, TA and SENDCo	SENDCo	Oct 2023 Feb 2024 June 2024
<b>Total budgeted cost</b>					£6692
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Increased attendance rates</p>	<p>Administrator employed to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>CPOMS will be purchased to ensure safeguarding/absences are recorded and a clear picture emerges</p> <p>Head and Attendance Governor will support vulnerable children and their families to overcome issues causing absences and late arrivals and will hold to account all families falling below 90% - TAC process will be started</p> <p>Funded places for UKS2 pupils on the October Residential</p>	<p>We can't improve attainment for children if they aren't actually attending school. LA briefing for school leaders reiterated addressing attendance as a key step.</p>	<p>Thorough briefing of Attendance Staff team about existing absence issues.</p> <p>Open discussions with Attendance and Inclusion team to learn from her wealth of experience/knowledge gained working in other local schools</p> <p>Attendance Governor will regularly monitor attendance levels for PP children</p>	<p>Head Attendance Governor</p>	<p>Weekly checks Jan 2024 – Attendance meeting April 2024 – Attendance meeting</p>
<p>PP pupils, who are experiencing specific social and emotional welfare issues, and their families will receive targeted support enabling the children to make</p>	<p>We are to invest in a Children's counsellor (1 day/week), who will provide 1:1 counselling, chatter groups, anger management counselling, self-esteem work and theraplay in order to support our</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular social/emotional needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>All teachers Head Casy Counsellor</p>	<p>Sept 2023 Jan 2024 April 2024 July 2024</p>

<p>accelerated progress in this area of need.</p>	<p>children in managing their feelings and experiences. Use targeted interventions for identified children.</p>				
<b>Total budgeted cost</b>					<b>£7000</b>



5. Review of expenditure				
Previous Academic Year		2022-23 £24, 500		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improved progress in Mathematics across the whole school and particularly for KS2 PP pupils</p>	<p>Creation of 6 classrooms with 7 flexible teaching teams for the specific teaching of English and Maths in the mornings and targeted intervention programmes in the afternoons.</p> <p>CPD on providing learning opportunities for concrete, pictorial and abstract strategies to consolidate and challenge pupils' mathematical understanding for all teaching teams.</p> <p>Y6 After school Maths Club 1 hour/week from January – May 2019 with teacher/TA/Head</p>	<p>2023 YR cohort have exceeded the 2022 National % for a GLD.</p> <p>2023 Y2 cohort have exceeded the 2022 National % for ARE in RWM.</p> <p>2023 Y6 cohort have exceeded the 2023 National data for RM and fell short of the writing by 8%.</p>	<p>The Governors and staff are certain that the smaller class sizes are welcomed by all stakeholders, creating a learning environment where the teaching teams know the children in their care and their families deeply. The ambition is still for 7 straight year groups.</p> <p>Our own feeder Nursery has vastly improved and influenced the children's early language skills.</p> <p>Staff are very positive about the DfE recommended Maths programme chosen, the inter-school moderations/learning walks supported by a Maths consultant, Maths Mastery workshops and the home/school learning partnership.</p> <p>We will continue implementing the approaches and monitor pupil progress. The 2022-23 Y6 cohort were being carefully supported as they were at risk of falling behind as they prepared for "secondary readiness". All Y6 PP children but one were at ARE by the end of July 2023</p>	<p>£9948</p>
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b></p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

Accelerated progress in oral language/phonics skills in YR/1/2	<p>Small group provision of "Read, Write, Inc." across YR and KS1</p> <p>Regular 1:1 reinforcement for PP children after the learning sessions.</p>	<p>2023 YR cohort have exceeded the 2022 National % for a GLD.</p> <p>2023 13/14 achieved the Phonics Threshold</p>	<p>"RWI" is a programme which has been independently evaluated and shown to be effective in our school and others over the last 5 years. It is now recommended by DfE.</p> <p>Following last year's highly successful staff training (funded by the English Hub and led by our English Lead) the use of RWInc daily tutoring has been introduced with excellent results for targeted children. The high ratio of staff has ensured the teaching groups are no larger than 6 and this means every child receives immediate feedback and personalised teaching in every session.</p>	£8261
<b>ii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Increased attendance rates</p>	<p>Administrator employed to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Head and Attendance Governor will support vulnerable children and their families to overcome issues causing absences and late arrivals</p> <p>Every term, school will hold to account all families falling below 90% - TAC process will be started</p> <p>Funded places for UKS2 pupils on the October Residential</p>	<p>9 of the 20 Pupil Premium did not reach 90%+ attendance over the year – this is of significant concern</p>	<p>We will re-establish the termly attendance reviews with the Attendance Governor. Daily/weekly reports to the Head and Governors remain a useful checking tool to instigate those immediate conversations with families.</p>	<p>£1000</p>
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<p>PP pupils, who are experiencing specific social and emotional welfare issues, and their families will receive targeted support enabling the children to make accelerated progress in this area of need.</p>	<p>Use targeted interventions for identified children.  Use Families Champion to engage with parents.  Develop restorative approaches and focus on positive behaviours.  Use Children’s counsellor for certain children as identified by the TAC/CIN/Social Care process</p>	<p>The work of the Children’s Counsellor supported 6 vulnerable PP children throughout the year. Their emotional profiles show that they felt more confident, more resilient and better able to cope with their situation than before they started the sessions.</p>	<p>We will continue to invest in the Children’s Counsellor one day/week – families speak highly of the work she does with the children.</p> <p>We are still committed to finding the right Families Champion for our school setting – we have a trained/experienced TA as a Mental Health First Aider and they currently run a “Power of Parenting” café every Friday.</p>	<p>£5225</p>
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