

Pupil premium strategy statement – St Helena’s CofE Primary Academy, Willoughby.

This statement details our school’s use of pupil premium (and recovery 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	147
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	1 st September 2025
Date on which it will be reviewed	1 st September 2026
Statement authorised by	Ed Anderson
Pupil premium lead	Ed Anderson
Governor / Trustee lead	Margaret Fulwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,965
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£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>	£16,965

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for disadvantaged pupils is to close the attainment gap between them and their peers, ensuring they have equal access to high-quality education and opportunities to reach their full potential. We aim to equip them with the skills, knowledge, and confidence necessary for future success, both academically and personally.

Our current pupil premium strategy works towards achieving these objectives by focusing on targeted interventions, providing additional support in key areas such as literacy, numeracy, and emotional well-being. This includes tailored learning programs, access to enrichment activities, and one-on-one or small group support, ensuring that disadvantaged pupils receive the personalised attention they need to thrive.

The key principles of our strategy are:

1. **High-Quality Teaching:** Ensuring every child has access to excellent teaching, which we believe is the most effective way to raise achievement for all, particularly disadvantaged pupils.
2. **Targeted Support:** Using data-driven insights to identify gaps in learning and provide targeted interventions that address specific needs of disadvantaged students.
3. **Wider Opportunities:** Offering access to a broad range of extracurricular activities and enrichment programs to promote personal growth, confidence, and aspirations.
4. **Well-being Focus:** Supporting the emotional and social well-being of disadvantaged pupils to create a strong foundation for learning.

By adhering to these principles, our strategy aims to create an inclusive, supportive environment that enables disadvantaged pupils to overcome barriers and achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Well-being, Mental Health, and Safeguarding Concerns:

	External services are under increasing pressure, so pupil well-being is closely monitored throughout the school. Many pupils' basic emotional and social needs continue to hinder their learning, limiting their ability to make accelerated progress. In the 2024/25 academic year, 35% of our Pupil Premium (PP) children accessed our CASY 1:1 sessions, compared to just 9% of non-PP children. This highlights the ongoing need for well-being support, particularly for PP pupils. Additionally, the progress from initial to final assessments has shown improvements in addressing the children's worry statements. This academic year we are further pushing with support in this area by training our own ELSA support teaching assistant. This will allow for support to be offered throughout the week.
2	Attendance and Punctuality: Attendance and punctuality rates are slightly lower for Pupil Premium (PP) pupils compared to non-PP pupils. For the 2024-2025 academic year, PP children had an attendance rate of 93.2%, compared to 95.2% for non-PP children, reflecting a 2% gap. This marks an improvement from the 2023-2024 data, indicating positive progress. However, attendance and punctuality will remain a key focus moving forward.
3	Academic Achievements: Data analysis at the end of KS2 and across the school reveals a significant gap in reading, writing, and maths (RWM) combined between disadvantaged and non-disadvantaged children. Last academic year, 50% (1 out of 2 children) of our Pupil Premium (PP) children achieved RWM, compared to 74% of non-PP children. This underscores the urgent need for targeted support and challenge to improve academic outcomes for PP children.

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
To provide targeted well-being and mental health support for Pupil Premium (PP) children, ensuring that their emotional and social needs are met to minimise barriers to learning. By continuing to monitor well-being closely and offering interventions like ELSA, the goal is to narrow the gap between PP and non-PP pupils in terms of emotional resilience and academic progress. The ultimate aim is to create an environment where all children, particularly those disadvantaged, can make accelerated progress and demonstrate measurable improvements in their emotional well-being and academic outcomes.	• Clear, measurable progress in emotional well-being, as evidenced by improvements from initial to final assessments of worry statements and other well-being metrics. • Demonstrated narrowing of the academic achievement gap between PP and non-PP pupils, with PP children showing accelerated progress. • Improved attendance and engagement in learning activities,

	with fewer behaviour-related disruptions and absences among PP children. • Positive feedback from both PP pupils and their families, reflecting increased well-being and satisfaction with the support provided.
To improve attendance and punctuality rates for Pupil Premium (PP) pupils, aiming to close the 2% gap between PP and non-PP children. By maintaining a strong focus on attendance strategies and interventions, the goal is to raise PP attendance to be in line with or exceed the school's overall attendance rate. This will foster better learning outcomes, reduce the risk of academic disadvantage, and ensure that all children have equal opportunities to thrive in their education.	• A measurable reduction in the attendance gap between Pupil Premium (PP) and non-PP pupils, aiming to bring PP attendance in line with or above the school's average by the end of the academic year. • An improvement in PP pupil attendance to at least 95%, reflecting sustained progress and engagement. • A reduction in lateness among PP pupils, with fewer instances of pupils arriving late compared to previous years. • Timely identification and support for PP pupils with persistent absenteeism, demonstrated by effective use of attendance tracking systems and intervention plans. • A decrease in the percentage of PP pupils classified as persistently absent (attendance below 90%).
To significantly close the achievement gap in reading, writing, and maths (RWM) between Pupil Premium (PP) and non-PP children. The goal is to increase the percentage of PP pupils achieving the expected standard in RWM, ensuring they receive targeted support and challenge to improve academic outcomes. By providing tailored interventions, high-quality teaching, and additional resources, the aim is to raise PP attainment levels closer to the 74% achieved by non-PP	• A measurable reduction in the achievement gap between PP and non-PP pupils in RWM, aiming to bring PP attainment closer to the 74% achieved by non-PP children. • Successful implementation of targeted interventions with clear evidence of progress for PP pupils as measured by regular assessments. • Regular assessment data showing continuous improvement

pupils, enabling more equitable academic success for all students.	in PP pupils' academic performance in RWM throughout the academic year.
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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: £1,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching within the classroom meets the needs of all children, including disadvantaged children.	The best available evidence suggests that high-quality teaching is the most significant factor schools can leverage to enhance pupil attainment (EEF 2022).	2,3
Continuous Professional Development (CPD), training, and teaching strategies are grounded in evidence and contribute to long-term sustainable improvement.	Supporting high-quality teaching is crucial for enhancing children's outcomes. Research shows that effective teaching can help narrow the disadvantage gap (EEF 2021).	2,3

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

Budgeted cost: £14,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish single classes year groups,	What matters is that classes need to be small enough to permit the teacher to change their teaching	1,2,3

to ensure high quality teaching.	approach. Research by the Education Endowment Foundation (EEF) shows that class sizes below 20 pupils give the best results.	
Improve progress for phonics outcomes; by having smaller and more groups so learning is matched to abilities.	The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). (EEF July 21)	1,2,3

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

Budgeted cost: £1,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide ELSA counselling sessions every Tuesday from a trained counsellor.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year (EEF July 21)	1,2,3
Offering cultural capital experiences through financial support for school trips, keyboard lessons, and extracurricular activities.	Ofsted has outlined that cultural capital should be "a golden thread, woven through everything you do to teach children well"	1,2,3
Tracking safeguarding/ wellbeing concerns.	Prioritising effective safeguarding monitoring is crucial to ensure the safety and protection of vulnerable individuals in various settings (Ofsted)	1
Transporting children to school.	Establishing good attendance patterns from an early age is vital for social development. The more time a child spends with other children in the classroom and as part of broader school-organised activities, the more chance they have of making friends, of feeling included, and of developing social skills, confidence, and self-esteem (EEF)	1,2,3

Total budgeted cost: £ 16,965

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>2023-2024 Assessment Measures:</u>		
Assessment measure	Disadvantaged	Non-Disadvantaged
EYFS GLD	0% (1 child)	91.65%
Y1 phonics	100% (1 child)	87%
Y2 phonics	0% (1 child)	100% (1 child)
Y1-Y5 Reading (internal)	93%	90%
Y1-Y5 Writing (internal)	73%	83%
Y1-Y5 Maths (internal)	78%	85%
End of KS2 Reading	75%	85%
End of KS2 Writing	50%	92%
End of KS2 Maths	75%	92%
<u>Attendance 2023-2024:</u>		
For the 2023-2024 academic year, PP children had an attendance rate of 93.12%, compared to 95.74% for non-PP children, reflecting a 2.62% gap.		

Externally provided programmes

Programme	Provider
Counselling/ mentoring	CASY Counselling