

1. Summary information

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| School | St. Helen's Church of England School | | | | |
| Academic Year | 2019-20 | Pupil Premium allocation | £18,320 | Date of most recent External PP Review | |
| Total number of pupils | 208 | Number of pupils eligible for PP | Now 7 children | Date for next internal review of this strategy | March 2020 Due to COVID-19 the review did not take place |

2. Current attainment (based on end of 2018/19 data) End of KS2 data

| | <i>Pupils eligible for PP (your school) (Nationally 51% 2019)</i> | <i>Pupils not eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
|--|--|--|---|
| % achieving in reading, writing and maths | 50% (2 children) | 52% | 71% |
| % reaching the expected standard in reading | 100% | 76% | |
| % reaching the expected standard in writing | 100% | 72% | |
| % reaching the expected standard in maths | 50% | 56% | |

| | <i>Pupils eligible for PP (your school) Break down per year groups of current cohort based on end of 2018/19 data</i> | | | | | |
|--|--|---------------------|-------------------------|------------------------|------------------------|------------------------|
| | Year 1 (3 children) | Year 2 (1 child) | Year 3 (no children) | Year 4 (2 children) | Year 5 (2 children) | Year 6 (2 children) |
| % achieving in reading, writing and maths | 33.3% | 0% | n/a | 100% | 0% | 50% |
| % reaching the expected standard in reading | 66.7% | 0% | | 100% | 50% | 100% |
| % reaching the expected standard in writing | 33.3% | 0% | | 100% | 50% | 100% |
| % reaching the expected standard in maths | 33.3% | 0% | | 100% | 0% | 50% |

| | <i>Pupils NOT eligible for PP (your school) Break down per year groups of current cohort based on end of 2018/19 data</i> | | | | | |
|--|--|--------|--------|--------|--------|--------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| % achieving in reading, writing and maths | 46.2% | 67% | 71.4% | 35.7% | 40.7% | 52% |
| % reaching the expected standard in reading | 76.0% | 77% | 82.1% | 75% | 59.3% | 76% |
| % reaching the expected standard in writing | 53.8% | 70% | 71.4% | 45.8% | 74.1% | 72% |
| % reaching the expected standard in maths | 57.7% | 77% | 78.6% | 45.8% | 59.3% | 56% |

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

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| A. | Supporting socio-emotional wellbeing and building resilience of children |
| B. | Less developed vocabulary and speaking and listening skills |
| C. | Children's ability to make links and apply skills to other areas of learning |
| D. | Lack of aspiration for the future |
| E. | Passivity in learning |

External barriers (issues which also require action outside school, such as low attendance rates)

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| F. | At the end of last year overall attendance for PP was 95.72% compared to national 93.7% |
| G. | Some children and families have low aspirations / lack of parental engagement in a child's learning |
| H. | Limited opportunity to engage with enrichment opportunities |

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | Children will develop self-esteem and awareness and belief of self as a learner. Children will develop resilience and want to try their best in their learning. | Children will be resilient learners with a positive approach to their learning. |
| B. | Children will develop their vocabulary enabling them to be able to articulate their feelings and ideas. This will also impact on their writing. | Children will possess a wide and varied vocabulary. |
| C. | Children will develop their core knowledge and skills and feel confident to use this to support other areas of learning. | Children will make links across different areas of learning enabling them to make good progress. |
| D. | Children will develop a 'growth mindset' and aspire to be the best they can be. | Children will make good progress and outcomes will improve |
| E. | Children will become active learners, engaged and enthusiastic about their learning | Children will have good attitudes to learning |
| F. | Children's attendance will be at least 95% and this will have a positive impact on their progress | Children's attendance will have a positive impact on their progress |
| G. | Parents will be actively encouraged to engage in children's learning and attend school events. Parents will be kept well informed about child's progress and successes | Partnerships with parents will support children's learning. |
| H. | Children will have priority booking places in after school clubs so they have access to enrichment opportunities | Children will have improved self-esteem, social skills and social inclusion. |

5. Planned expenditure + SBS

Academic year | 2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Evidence base:

<https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Oxford%20School%20Improvement-%20The%20Pupil%20Premium%2C%20making%20it%20work%20for%20your%20school.pdf>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

i. Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

| 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? | Expenditure | Impact |
|---|--|--|--|-----------------------------|--------------------------------------|---------------|--|
| Children will know how to make the next steps in their learning and make progress as a result of this. | Teachers will provide developmental feedback (verbal and written) so that children know how to make the next steps in their learning. | Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in children's learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the child's management of their learning or self-regulation. This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role. | Through regular SLT book scrutinies and PPMs focusing on the impact of developmental feedback. | CL LG CD RN | Termly | £10,699 | Impact at the end of Autumn term was good. No summative data was collected at the time. No other reviews took place due to the COVID-19. |
| Dedicated conferencing time with teachers will help children to reflect on their learning habits and skills and to develop their aspirations. It will benefit their academic and socio-emotional development and help build positive | Class teachers will dedicate time each week to review children's learning habits; their successes and struggles of the week and discuss their aspirations. | Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. | Dedicated time. Monitored through PPMs. | CL SLT Class teachers | Termly monitoring | £9958 £741 | Impact at the end of Autumn term was good. No summative data was collected at the time. No other reviews took place due to the COVID-19. |

| relationships between child and adult. | | | | | | | |
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| Total budgeted cost | | | | | | £21,398 | |
| <p>ii. Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> | | | | | | | |
| 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? | Expenditure | |
| Year 6 children will receive additional small group teaching in order to attain success in the end of KS2 statutory assessments. | QTS teacher will work with Year 6 teaching maths to support them with KS2 SAT readiness. 2 x 30 mins every week | Evidence shows that small group teaching is effective because it provides greater feedback from the teacher, more sustained engagement and work which is more closely matched to learners' needs. | QTS teacher | RW | Termly data | Jan-May (15 weeks) £427 | Impact at the end of Autumn term was good. No summative data was collected at the time and SATs did not take place. No other reviews took place due to the COVID-19. |
| Year 6 will receive mastery teaching in maths. | 2 hours small group mastery teaching every week | Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. | QTS teacher | RW | Termly data | All year £2716 | Impact at the end of Autumn term was good. No summative data was collected at the time. No other reviews took place due to the COVID-19. |

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| Specialised TA delivered interventions will support children who have fallen behind or who have gaps in their learning | TAs to deliver various intervention programmes in English and maths, e.g. Talk Boost, Counting to Calculating | Entry and exit data | 3 x TAs for 2 x 30 mins 4 x week | CL | Termly data | £8171 | Impact at the end of Autumn term was good. No summative data was collected at the time. No other reviews took place due to the COVID-19. |
| Total budgeted cost | | | | | | £11,229 | |

iii. Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

| 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? | Cost | |
|--|--|---|--|------------|--------------------------------------|-------|---|
| Children will benefit from enrichment activities | Children will have priority booking places in after school clubs | Improved self-esteem, social skills and social inclusion. Better school attendance and participation in extracurricular activities. | After school club administrator will contact parents of PP children to offer a place on a club before sending it out to school community | CP | Termly | £72 | Impact at the end of Autumn term was good. No other reviews took place due to the COVID-19. |
| Children will receive enjoy enrichment arts activity and develop social skills at lunch times | Lunchtime choir run by HLTA | Children will improve their ability to interact in social situations. | PPM feedback | SL | Termly | £343 | Impact at the end of Autumn term was good. No other reviews took place due to the COVID-19. |
| Children will be able to discuss any worries and receive 1:1 support | Mentor will provide support for PP children | Children will feel listened to, know how to stay safe and how to voice their concerns should they need to. | Regular monitoring | CF | Termly | £6025 | Impact at the end of Autumn term was good. No other reviews took |

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|--|--|--|--|--|--|----------------------------|----------------------------|
| | | | | | | | place due to the COVID-19. |
| | | | | | | Total budgeted cost | £6440 |
| | | | | | | Total cost | £39,067 |

| 6. Review of expenditure | | | | |
|---|--|---|---|-----------|
| Previous Academic Year | | | 2018/19 | |
| 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 |
| Children will know how to make the next steps in their learning and make progress as a result of this. | Teachers will provide developmental feedback (verbal and written) so that children know how to make the next steps in their learning. | Teachers found that regular feedback from peers helped them to take steps to improve practice. March PPMs show most children know who to ask for help, what their strengths and areas for improvement are and what they need to do to improve. | To be continued. | £1,865.61 |
| Dedicated conferencing time with teacher will help children to reflect on their learning habits and skills, to develop their aspirations. It will benefit their socio-emotional development and help build positive relationships between child and adult. | Class teachers will dedicate time each week to review children's learning habits; their successes and struggles of the week and their aspirations. | Most children demonstrated during PPM that they had positive relationships with adults in school. They know who to ask for help and this includes staff, peers and family members. All children held aspirations for the future and could talk about how they could improve their learning. | To be continued. | £8,372.10 |
| ii. Targeted support | | | | |

| 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 |
|--|---|---|--|----------------------|
| Year 6 children will receive support needed to 'fill gaps' in knowledge and gain confidence in order to attain success in end of KS2 statutory assessments. | Maths specialist will work with selected children for 2 x 1 hour sessions per week focusing on key areas identified by class teachers during regular quality first teaching in class. | Maths sessions were not consistent due to staff absence. There has been a subsequent reorganisation of timetable to minimize future school-wide impact. | Spread over more days to decrease potential impact of staff sickness. | £2,656.61 |
| Precision Teaching intervention strategy will help children to consolidate knowledge of core skills so they may be used effectively in other learning. | Precision Teaching sessions will focus on developing and consolidating core skills such as multiplication and division facts and spelling. | Precision teaching did not take place this year due to cover of long term staff absence. | Trained staff member has since left. Plans to train more than one staff member to deliver interventions to provide greater availability. | Jan-July £1696.00 |
| iii. Other approaches | | | | |
| 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 |
| Children will benefit from enrichment activities | Children will have priority booking places in after school clubs. | Children have improved self-esteem, social skills and social inclusion. Better school attendance and participation in extracurricular activities. | Provide a wider range of clubs to include non-sports clubs. | £4304.57 |
| Children will receive support to develop social skills at lunch times | Lunchtime nurture club for PP children run by dedicated TA. | Children improved their ability to interact in social situations. They will develop vocabulary and their social and emotional intelligence through positive role modelling of adults. | Staff left school. Need to think of ways to provide further nurture support at lunchtimes. | Jan-July £936.00 |
| Children will be able to discuss any worries and receive 1:1 support | Mentor will provide support for PP children. | Children feel listened to, know how to stay safe and how to voice their concerns should they need to. | Regular monitoring necessary to measure impact | £2965.71 |

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| <p>Children will have improved self-esteem and social skills. Their attendance will improve and they will achieve greater academic progress .</p> | <p>When staff available, PP children will take part in art-based activities in addition to their usual curriculum provision.</p> | <p>Disadvantaged children took part in arts activities showing positive social and academic outcomes. "Schools using PPG for arts and cultural experiences are seeing reduced attainment gaps." (<i>Broadening Access to a Cultural Education through Pupil Premium – A New Direction</i>)</p> | <p>Discontinued due to staffing.</p> | <p>Jan-July £7064.00</p> |