

St. Helen's Pupil Premium Strategy Plan 2020-21

1. Summary information

School	St. Helen's Church of England School				
Academic Year	2020-21	Pupil Premium allocation	£20,380	Date of most recent External PP Review	
Total number of pupils	212	Number of pupils eligible for PP	9 (19 Jan)	Date for next internal review of this strategy	March 2021

2. Current attainment (based on end of 2019/20 data) End of KS2 data

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average)</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	Due to COVID-19 there is no formal data for the end of 2019-20			
% reaching the expected standard in reading				
% reaching the expected standard in writing				
% reaching the expected standard in maths				

	<i>Pupils eligible for PP (your school) Break down per year groups of current cohort based on end of 2019-20 data</i>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving in reading, writing and maths						
% reaching the expected standard in reading						
%reaching the expected standard in writing						

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% reaching the expected standard in maths						
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	Pupils NOT eligible for PP (your school) Break down per year groups of current cohort based on end of 2018/19 data					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving in reading, writing and maths						
% reaching the expected standard in reading						
% reaching the expected standard in writing						
% reaching the expected standard in maths						

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)

A.	Developing reflective skills and ability to improve own learning
B.	Identifying and closing gaps in maths
C.	Identifying and closing gaps in reading

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

D.	Attendance was interrupted due to COVID-19 in 2019-20 so there is no comparative data. Attendance of >95% is mandatory.
E	Positive mental health and developing resilience

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Children will become reflective learners and know how to improve their own learning.	Children will independently improve their own work, make good progress and outcomes will improve.
B.	Children will consolidate prior learning in maths , filling gaps created by interruption to learning due to COVID-19, before moving on.	Gaps in children's knowledge will be filled and they will be ready for the next stage in learning.
C.	Children will consolidate prior learning in English , filling gaps created by interruption to learning due to COVID-19, before moving on.	Gaps in children's knowledge will be filled and they will be ready for the next stage in learning.

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D.	Children's attendance will be at least 95% and this will have a positive impact on their progress	Children's good attendance will have a positive impact on their progress
E.	Children will develop habits to facilitate positive mental health and belief in themselves as learners. Children will develop resilience and want to try their best in their learning.	Children will be mentally healthy, resilient learners with a positive view of themselves as learners.

5. Planned expenditure + SBS

Academic year	2020-21
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There is no expectation that all pupil premium children will receive identical support; indeed the allocation of budget for each child feeds into the schools budget for pupil premium, rather being ring fenced for an individual child. Some children will need more than others and each child has individual circumstances. The school considers how to allocate pupil premium money to different interventions and projects on an annual basis, following rigorous data analysis and careful consideration of the needs of the pupils within this group. We use information from the evidence bases in the links below to research those interventions which provide the best results and value for money.

Evidence base:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

<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>

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

i. QUALITY OF TEACHING FOR ALL

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

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Children will receive a broad and balanced curriculum that provides progression of skills and knowledge, ensuring they are ready for the next stage of their education.	Implementation of the Cornerstones curriculum (C360)	Ofsted evidence shows that the best primary schools achieve high standards in literacy and numeracy by celebrating all subjects. A broad and balanced curriculum, especially for those children in lower socially mobile areas, is crucial, as a narrowed curriculum can restrict children's life choices and opportunities. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals.	HT and curriculum lead will monitor impact	RN HT	Spring term	£5733.00	
Total budgeted cost						£5733.00	
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.							
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	
Gaps in children's knowledge and understanding will be addressed, ensuring they are ready for the	Staff will work with a small group of children teaching mastery	Evidence shows that small group teaching is effective because it provides greater feedback from the teacher, more sustained engagement	HT and maths lead will monitor impact	LG HT	Spring term	3 x 45 minutes per week £3091	

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next stage of their education.	approach to maths	and work which is more closely matched to learners' needs. 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.				5 x 45 minutes per week £2065	
Gaps in children's knowledge and understanding will be addressed, ensuring they are ready for the next stage of their education.	Staff will work with individual children and small groups to support with English, e.g. reading comprehension, phonics	Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.	HT and English lead will monitor impact	GF HT	Spring term	4 x 60 mins £2451.76	

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Total budgeted cost						£7607.76	
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's mental health, well-being and behaviour and attitudes will improve	Pastoral support worker will provide support for children, including PP children	Evidence shows there is a positive impact for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	HT and RN will monitor impact.	RN HT	Spring term	7 x 20 mins per week £1431	
All children will benefit from enrichment opportunities - no child left behind.	Enrichment programme	All children will benefit from enrichment activities . This will have a positive impact on their attendance. behaviour and attitudes.	HT and RN will monitor impact.	RN	Spring term	£2,000	
Children will develop character virtues.	Character Education	All children will develop positive character virtues. This will have a positive impact on their attendance. behaviour and attitudes.	HT and RN will monitor impact.	RN HT	Spring term	£2,000	
Children and families will be supported. Teachers will be able to remain focused on the teaching.	Social Inclusion Team	Children and families will be supported. Children's education will be unaffected by behaviour/social issues.	HT and RN will monitor impact.	RN HT	Spring term	£2,000	

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Total budgeted cost	£7431	
Total cost	£20,771.76	

6. Review of expenditure				
Previous Academic Year		2019-20		
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.	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.	<ul style="list-style-type: none">Continue as part of quality first teaching	£10,699
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	Class teachers will dedicate time each week to review children’s learning habits; their successes and struggles of the week and discuss their aspirations.	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.	<ul style="list-style-type: none">Continue as part of quality first teaching	£9958 £741

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build positive relationships between child and adult.				
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 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	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.	<ul style="list-style-type: none"> Continue in spring term dependent on staff availability 	Jan-May (15 weeks) £427
Year 6 will receive mastery teaching in maths.	2 hours small group mastery teaching every week	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.	<ul style="list-style-type: none"> Continue as part of quality first teaching 	All year £2716
Specialist TA 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	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.	Impact affected by: <ul style="list-style-type: none"> Consistency Recording Staff training Unable to continue due to staffing limitations Quality first teaching preferable 	£8171
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	Impact at the end of Autumn term was good.	<ul style="list-style-type: none"> Variety of opportunities important - sporting and non-sporting 	£72

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		No other reviews took place due to the COVID-19.	<ul style="list-style-type: none"> Continue to develop enrichment programme 	
Children will enjoy enrichment arts activity and develop social skills at lunch times	Lunchtime choir run by HLTA	Impact at the end of Autumn term was not good. No other reviews took place due to the COVID-19.	<ul style="list-style-type: none"> Staff availability impedes impact Do not continue in same manner alternative approach necessary 	£343
Children will be able to discuss any worries and receive 1:1 support	Mentor will provide support for PP children	Impact at the end of Autumn term was not good. No other reviews took place due to the COVID-19.	<ul style="list-style-type: none"> Staff training Recording of sessions Referral system and timetable Continue with improved system 	£6025