

Pupil premium strategy statement

School overview

Metric	Data
School name	St. Helen's CoE School
Pupils in school	208
Proportion of disadvantaged pupils	8.7%
Additional Recovery Premium	-
Pupil premium allocation this academic year	£22,924
Academic year or years covered by statement	2022-2023
Publish date	December 2023
Review date	September 2024
Statement authorised by	Mrs Rebecca Northcott
Pupil premium lead	Mr John Kirkham-Brown
Governor lead	

Disadvantaged pupil progress scores for last academic year

Measure	Average Score
Reading	
SPaG	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	80% - 90% ARE for PP children
Achieving high standard at KS2	30% - 40% GD for PP children

Challenges

Challenge number	Detail of challenge.
1	Assessments, observations, and discussions with pupils from internal staff and external visitors indicate underdeveloped oral

	language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2.
2	Internal and external (where available) assessments indicate that SEMH among many disadvantaged pupils is significantly below that of their non-disadvantaged peers.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Some children have more absences which is negatively impacting disadvantaged pupils' progress.
5	Children who are disadvantaged at St Helen's are disproportionately affected by SEND. (50%)
6	Two children who are disadvantaged are EAL and have experienced significant trauma.

Teaching priorities for current academic year

Budgeted spend: £ 13,754

Aim	Actions	Challenge number and Target date
<p>Attainment gap between disadvantaged in Multiplication Tables Check is narrowed</p> <p>Attainment gap between disadvantaged and their peers narrows (maths fluency)</p>	<p>Pupil Premium Lead and School Improvement Lead (Maths) to work closely with class teachers to raise quality and expectations of T&L in the classroom especially in maths.</p> <p>Monitoring of small steps progress towards MTC by pupil premium lead.</p> <p>Pupil Premium Lead to focus on disadvantaged children targeted as being able to reach GD</p> <p>Maths pre teaching to be sent home to all pupils via their chromebooks to support the next day's learning.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>July 2024</p>
<p>100% of disadvantaged pass phonics screening check (where there is no significant SEND identified)</p>	<p>School Improvement Lead (English) to monitor small steps progress in phonics for children from Reception onwards.</p>	<p>June 2025</p>
<p>100% of disadvantaged achieve ARE in reading (where there is no significant SEND identified)</p>	<p>School Improvement Lead (English) to monitor Accelerated Reader/NFER and daily and priority readers</p>	

Narrow the gap in writing between some disadvantaged and their peers	Ensure all children can form letters correctly (in line with handwriting policy) Live marking/conferencing with pupils during writing sessions Targeted small group interventions during directed time	March 2024
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Targeted academic support for current academic year

Budgeted cost: £

Aim	Actions	Challenge number and Target date
<p>Narrow the gap in combined RWM scores for some children.</p> <p>Increase percentage of disadvantaged achieving GDS in RWM.</p>	<p>3 disadvantaged children (Y6) will receive 1:1 or small group tutoring for 15 hours in Spring and Summer during directed time.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>1 Y5 child will have additional handwriting support in directed time.</p> <p>6 Y4 children will receive 1:1 or small group tutoring for 12 hours during directed time.</p> <p>2x EAL pupils will receive daily TEFL lessons with qualified TEFL teacher (20 mins daily)</p> <p>1 x child with significant SEND integrated into playtimes and lunchtimes supported by PP Lead 3x30mins weekly</p>	July 2023

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Wider strategies for current academic year

Budgeted cost =

Aim	Actions	Challenge number and Target date
Disadvantaged pupils and families are given support to access a range of services.	<p>Social Inclusion Team to lead on early help cases.</p> <p>Social Inclusion Team to regularly signpost families to key holiday activities, financial support etc</p> <p>Social Inclusion Team to support families with referrals to agencies that support SEMH and other social needs within the family.</p>	Ongoing
To Embed principles of good practice set out in the DfE's Improving School Attendance advice to help raise attendance.	<p>Social Inclusion Team to adopt the DfE's advice and support school staff in supporting and challenging attendance.</p> <p>Social Inclusion team to lead on cases where a child has been identified as a persistent absentee.</p>	Ongoing
The language of character education to be thoroughly embedded across the whole school community to support in raising aspirations and completion on the 6 inspiring changemaker challenges.	<p>All staff to continually drive character, providing ongoing training, monitoring and assessment of impact.</p> <p>All staff to ensure that pupils have planned opportunities for the 6 ICC to be completed by the end of the academic year.</p> <p>Ensure disadvantaged children are encouraged to join and participate in student leadership team</p>	Ongoing
Disadvantaged pupils are given the opportunity to access a range of enrichment opportunities over the course of the year to support the sought element of the character education programme.	Planned opportunities throughout the year to support the 6 ICC and provide children with a range of experiences.	Ongoing

Review: last year's aims and outcomes

Aim	Outcome
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Click or tap here to enter text.	Click or tap here to enter text.