

Pupil premium strategy statement – *St Helen's Church of England School*

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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	203
Proportion (%) of pupil premium eligible pupils	10%
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)	2025-2026
Date this statement was published	30.09.2025
Date on which it will be reviewed	31.08.2026
Statement authorised by	
Pupil premium lead	Sarah Walton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28,735
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£ 28,735

Part A: Pupil premium strategy plan

Statement of intent

Our school is committed to ensuring that every disadvantaged pupils receives the best possible education and that gaps in outcomes are closed in all key areas. We want our disadvantaged pupils to flourish in all aspects of their education, with social mobility and a sense of belonging being fundamental to this.

We aim to achieve this by ensuring all children are taught by the best teachers who are ambitious for and committed to the attainment of all children.

The disruption that children faced to their education due to the pandemic is considerable and the impact is ongoing. This has affected attainment for all, particularly those from under-resourced backgrounds, but it has also had a profound effect on emotional and social development.

This strategy seeks to close gaps in attainment and to build sustainable long term support to overcome the barriers of:

Achieving well in the cornerstones of Reading, Writing and Maths within the context of a broad, balanced, knowledge rich curriculum

Improving attendance for all pupils, contributing to their overall academic and emotional wellbeing

Improving social and emotional and mental health of pupils

Challenges

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

Challenge number	Detail of challenge
1	Gaps for younger disadvantaged pupils in overall GLD linked to increasing need in communication and language
2	Attainment rates in RWM for disadvantaged pupils remains lower than all
3	Attendance for eligible groups remains lower than all

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
<i>Gaps in outcomes for relevant pupils are closed. Speech needs are identified early in EYFS and targeted so that more children are reading for the KS1 curriculum. Bottom 20% are targeted in a timely way to ensure that all pupils are</i>	Phonics scores in Y1 (2027) will be at least in line with national and eligible pupils will be succeed in line with their peers
Gaps in RWM for eligible pupils are closed at both EXS and GDS	KS2 outcomes for eligible pupils is in line with their peers Eligible children score at least as well as their peers in MTC
The gap in attendance and persistent lateness is closed in line with peers	Eligible children will attend at least as regularly as their peers and persistent lateness for all will be eradicated

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed a consistent, research-informed pedagogical approach across the school that enhances teaching and learning, ensuring all staff and pupils understand its impact and that it leads to improved outcomes for all pupil groups, with a specific focus on the EEF recommendations. Review and refine the school's agreed pedagogical principles. Deliver whole-staff CPD on pedagogical principles and their application across subjects.	<i>High quality teaching for all remains the single biggest priority. We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom (Prof Becky Frances CEO EEF)</i>	1,2

Develop pupil voice opportunities to reflect on learning (e.g., pupil interviews, learning walks) Embed regular lesson visits and book looks to monitor the implementation and impact of pedagogical principles Analyse pupil progress data termly across all groups to evaluate impact of pedagogy on outcomes Audit current use of Assessment for Learning strategies across the school Deliver staff training on effective AfL strategies and link to pedagogy (e.g., questioning, retrieval, self/peer assessment) Introduce regular in-lesson review points (e.g., hinge questions, exit tickets) to check pupil understanding Establish a whole-school approach to summative assessment in foundation subjects linked to key knowledge and skills Facilitate termly moderation of foundation subject outcomes across year groups and phases Use pupil voice to evaluate the impact of AfL and assessment on their learning experience PP Lead to Monitor impact through regular book looks, learning walks, and data analysis		

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group pre-teach or catch up sessions daily by class teachers Early bird reader sessions for eligible pupils (class teacher) SATs preparation sessions after school for eligible pupils (class teacher) Impact of above monitored by PP lead	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2

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

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School will support engagement for disadvantaged as well as supporting communication and interaction needs in a non-transactional environment	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,2,3

EBSA sessions run daily by trained support staff/SENDCo	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EBSA stands for Emotionally-based School Avoidance, a term for when children or young people have difficulty attending school due to emotional factors like anxiety, distress, or other mental health issues. It's a more accurate description than "school refusal" because it highlights the underlying emotional causes and can manifest as reduced attendance or prolonged absences. EBSA requires understanding the "push" factors (like worries at school) and "pull" factors (like safety or comfort at home) that contribute to the avoidance.	
Soft starts facilitated by SENDCO/SEND TA for eligible children for whom lateness is persistent	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	
Priority booking for extracurricular clubs for eligible pupils		
Daily Physical activity to ensure all children are ready to learn	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	

Total budgeted cost: £ 28, 735

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The previous strategy was written at Trust wide level and is therefore difficult to comment on. There was still a significant gap at trust level between outcomes for children from under-resourced backgrounds and their peers although this was far less significant at St Helen's. However, the inequities noticed at St Helen's are addressed through this new strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.