



Pupil premium strategy statement – Helmshore Primary School

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	408
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Christine Myers Headteacher
Pupil premium lead	Mrs Julie Jackson Children's Champion
Governor / Trustee lead	Mr David Allsop – Governor for disadvantaged pupils.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,395
Recovery premium funding allocation this academic year	£4,060
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	N/A

Part A: Pupil premium strategy plan

Statement of intent

At Helmsshore Primary School, we recognise that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any time in their school career require additional support and intervention. We aim to meet our pupils' pastoral, social and academic needs in a safe and nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

Our Key objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through early intervention, reward systems and by supporting those children who have regular or persistent absence. We have a Children's Champion whose role is to focus on well-being and good attendance. We seek to identify any barriers to attendance and address them by offering support to children and their families. We use a variety of strategies and external agencies to do this, whilst providing an exciting learning through a creative, motivational curriculum and access to a variety of after school activities and clubs.

To have high expectations of all our pupils and to deliver high-quality teaching that enables all pupils to make sustained progress, whilst consideration is given to areas in which the disadvantaged pupils require the most support.

High quality teaching is at the heart of our approach. Teachers are knowledgeable, committed and highly trained. Relevant, whole school CPD ensures Teacher competency and effectiveness. They have high expectations of all pupils and challenge children to deliver with pace and productivity. In our school 22.5% of our pupils in receipt of pupil premium have identified special educational needs. We strive to ensure that each and every one of our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day. This is enhanced by targeted academic support delivered by experienced teachers each morning, with further additional interventions offered by Teaching assistants on a one-to-one ratio or in a small group. We monitor the performance of these pupils and focus on any children who are failing to make progress despite this additional support. Our Children's Champion works to meet the social and emotional needs of all pupils in school especially those in receipt of pupil premium or those identified as vulnerable. She does by supporting teachers and teaching assistants and communicating with parents and

carers. She is an experienced teacher carrying out this pastoral role on a full time basis.

To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Helmsore Primary School we appreciate the importance and relevance of well-being; children must be calm, happy and cared for if they are to learn effectively. We aim to ensure that pupil's personal, social, emotional and developmental needs are met in school, particularly as they recover from effects of the pandemic.

Our Children's Champion offers immediate and requested support for pupils via nurture groups, one-to-one support, signposting and personalised support programmes. The Children's Champion is accessible to all pupils at playtimes and lunchtimes and liaises with teaching staff to ensure effective, efficient communication and record keeping. The Children's Champion liaises with parents and meets with them to resolve any issues or concerns and sometimes will refer to external agencies to enable the parents and families to get the support they need through the Early Help process.

We have a Psychotherapist who works in school each week supporting children who are suffering from anxiety and the effects of trauma. Where relevant, she meets with parents too. This is proving to be a very successful initiative.

All teachers and some Teaching Assistants have attended "Trauma Informed Schools Training" and we now have a Trauma Informed Schools Practitioner. The support we now offer children who are experiencing trauma is having substantial impact and is removing barriers to learning, enabling the children to thrive and make progress.

Challenges

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

Challenge number	Detail of challenge
1. Attendance	<p>Our attendance data indicates that attendance amongst disadvantaged pupils is lower than non-disadvantaged pupils with a greater proportion than previous years that are classed as persistent absentees.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2. Learning outcomes	<p>The education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. Access to technology has been an issue for some children despite hardware being on loan to any pupil that needed it.</p>

	This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
3. Wellbeing	<p>We have identified social and emotional issues, notably due to low self-esteem, poor communication and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher and parent referrals for support have markedly increased post Covid. 38 pupils, some of which are disadvantaged currently require additional support with social and emotional needs and are currently receiving Counselling and 11 are receiving Trauma support in addition to the many children accessing support from the Children's Champion.</p>
4. SEND	Some pupils who qualify for Pupil Premium Funding have specific SEND needs and increasing numbers of children need SALT intervention that is very difficult to access.
5. Oracy	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
<p>1. To continue to ensure the attendance of disadvantaged pupils is in line with those of peers, reducing the proportion classed as persistent absentees.</p> <p>To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by;</p> <p>The overall annual unauthorised absence rate for all pupils to be no more than 0.8%</p> <p>To close the gap between whole school attendance and disadvantaged pupils (currently 2.9%).</p> <p>To reduce the proportion of disadvantaged pupils who are persistently absent to 6, down from 13 children in July 2022.</p>
<p>2. Improved reading attainment among disadvantaged pupils</p> <p>Improved mathematics attainment for disadvantaged pupils at the end of Key Stage 2.</p>	<p>Key Stage 2 reading outcomes show that 100% of disadvantaged pupils met the expected standard.</p> <p>Key Stage 2 mathematics outcomes show that 100% of disadvantaged pupils met the expected standard.</p>

	All disadvantaged pupils are challenged to achieve national expectations in the core subjects.
3. To achieve and sustain improved well-being for all pupils in our school, particularly those in receipt of Pupil Premium and disadvantaged pupils.	<p>Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.</p> <ul style="list-style-type: none"> • The self-esteem and confidence of a group of pupils is raised through targeted support and has a positive impact on attainment and progress as evidenced through pupil voice, pupil and parent surveys and teacher observations. • a significant improvement in interactions at playtimes and lunchtimes. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
4. To achieve and sustain improved outcomes for pupils with SEND some of whom are disadvantaged	<p>Children's SEND needs are swiftly identified and addressed.</p> <ul style="list-style-type: none"> • Wherever feasible EHCP's are sought. • External agencies are involved to offer professional advice and support. • Pupils have IPM's and are supported effectively with group interventions and one-to one teaching

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.

Attendance

Budgeted cost: **£22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The role of the Children's Champion in supporting disadvantaged pupils:	Children's attendance and punctuality is improving.	1, 2, 3, 4

<p>their attendance and punctuality, social and emotional needs and attainment and progress.</p> <p>Trauma Informed School policies and practices are being utilised throughout the school.</p>	<p>Children and parents are actively seeking support</p> <p>Children's self-esteem is raised and attainment is improved</p> <p>Playtimes are more positive for many pupils</p>	
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1

Targeted academic support , tutoring, one-to-one support, structured interventions)

Teaching (CPD, Recruitment and Retention)

Budgeted cost: £15,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support delivered by a teacher.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	2

Employing two additional part time teachers to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. This is across Year 3 –Year 6 A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	2
--	---	---

Wider strategies: wellbeing

Budgeted cost: £11,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further whole staff training on “Trauma informed schools Training” with the aim of supporting those pupils experiencing Trauma and assisting those children in reaching their potential.	A meet and greet policy is in place Policy and Practice is embedded and is impacting on pupil wellbeing	3
Children Champion work supporting all aspects of wellbeing	Policy and Practice is embedded and is impacting on pupil wellbeing	3
Counselling sessions for pupils who exhibit anxiety and low self esteem	Feedback from parents, pupils and teachers	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Wider strategies: SEND

Budgeted cost: **4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To achieve and sustain improved outcomes for pupils with SEND some of whom are disadvantaged:</p> <ul style="list-style-type: none">• Swift identification of needs is paramount.• Group interventions or one-to one is implemented using teaching assistants• High expectations are a feature of teaching and learning.• Online resources are utilised to deliver personalised programmes: Phonics Bug, IDL, Purple Mash etc.	<p>A whole school approach is in place, monitored and driven by the SENCO and the Headteacher</p> <p>Pupils with SEND are monitored closely and a variety of support measures are available to meet the child's particular needs</p> <p>Five children have an EHCP, one of which is vulnerable</p> <p>The gap in attainment between children with SEND and non-SEND pupils is less than national and local data.</p>	4
<p>Children with additional needs are swiftly identified and their needs addressed by the SENCO, class teachers and teaching assistants</p>	<p>Policy and Practice is embedded and is impacting on pupil's additional needs.</p> <p>The Additional teaching assistants employed to support particular pupils are impacting on pupils progress</p>	4

Total budgeted cost: £52,916.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

We are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that the pupils performed well overall despite being down on previous years and attainment of the schools disadvantaged pupils was pleasing in 2021/22, with results above our expectations. Our analysis suggests that many children have been affected by the ongoing impact of COVID-19. We identified that some of the approaches we used to boost outcomes for disadvantaged pupils have been effective in raising standards and closing gaps in pupils learning.

Absence among disadvantaged pupils was 2.9% higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Externally provided programmes

Programme	Provider
Literacy Consultancy on-going	Lancashire Literacy Team – N Martin
History curriculum – sequencing and subject leadership	Lancashire History Consultant
Smoothwall eSafe	Safeguarding

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support delivered by a teaching assistant.</p> <p>We were involved in a "Hen Power" community-based project liaising with an artist on animation.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Teachers observed improvements in self-esteem and confidence. Well-being amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.</p> <p>Key Stage 2 reading outcomes show that 100% of service pupils met the expected standard.</p> <p>Key Stage 2 mathematics outcomes show that 100% of service pupils met the expected standard.</p>

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.