



Helmshore Primary School – Pupil Premium Strategy Statement

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	392
Proportion (%) of pupil premium eligible pupils	9.2%
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)	2023-2026
Date this statement was published	22 nd December 2023
Date on which it will be reviewed	20 th December 2024
Statement authorised by	Mrs C Myers Headteacher
Pupil premium lead	Mrs J Jackson Children's Champion
Governor / Trustee lead	Mr D Allsop Governor with responsibility for Disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,395
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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. The Children's Champion signposts to external agencies that can support families. We follow up absences each day, communicate regularly with parents and seek guidance from PAST. We provide an exciting and motivational learning environment and a broad and balanced curriculum where children can learn, thrive and excel. We also offer a range of after school activities, a variety of school visits and wrap-around care.

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 22.2% 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 this 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. We aim to ensure that all pupils are on track to make or exceed expected progress and attainment.

At Helmsshore 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 the effects of the pandemic.

Our Children's Champion offers 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, PTSD, bereavement and many others. Where relevant, she meets with parents, advises teachers and makes referrals to the Safeguarding Team and Children's Social Care.

Staff have received "Trauma Informed Schools Training" and we aim to develop our provision further this year led by our school Counsellor. This support is having a substantial impact and is removing barriers to learning, enabling the children to thrive and make progress. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving a high standard.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are Young Carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some of our disadvantaged pupils. These are evident across the school and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers and can fall behind without targeted interventions. In Literacy, there is a focus on enabling Pupil Premium children to meet age-related expected standards:

3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is slightly below that of non-disadvantaged pupils.</p> <p>Data for 2023 shows 57% of disadvantaged pupils met the expected standard or above. 28% of disadvantaged children achieved greater depth.</p>
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
5	<p>Our assessments, questionnaires, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to poor punctuality and attendance and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain constant. 58 pupils (36 of whom are disadvantaged) currently require additional support with social and emotional needs, with 48 (27 of whom are disadvantaged) receiving daily small group interventions from teachers. Many more children are supported in intervention groups delivered by Teaching Assistants within the classroom context.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.2% - 2.9% lower than for non-disadvantaged pupils.</p> <p>1.47% - 2.8% of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils	Group interventions support children's oracy skills and facilitate good progress and improvement of oral language among disadvantaged pupils. This is substantiated by other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>Improved reading attainment among disadvantaged pupils.</p>	<p>Literacy and Year 6 interventions across KS2 have raised standards.</p> <p>Accelerated Reader data is closely monitored to ensure that Pupil Premium children are making adequate progress and achieve their half-termly targets.</p> <p>100% of Pupil Premium pupils (25/25 KS2) achieved their reading target in the first half-term.</p> <p>The Lowest 20% of Readers throughout school are identified and monitored closely via their reading profiles that inform tailored intervention support.</p> <p>Engagement in Lancashire School Library Service initiatives in Year 2 and Year 5/6 to promote reading for pleasure.</p> <p>In 2022-2023, Reading data exceeded Lancashire and National KS2 SATS results:</p> <p>EXS+ 88% School / 71.5% Lancashire / 73% National</p> <p>Higher Standard 45% School / 26.7% Lancashire / 29% National</p> <p>Predicted KS2 reading outcomes in 2024/25 are that more than 80% of disadvantaged pupils will meet the expected standard.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 76% of disadvantaged pupils met the expected standard</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ~ qualitative data from pupil voice, pupil and parent surveys and teacher observations ~ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilisation of Phonics Bug (a DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2 & 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We are following the 'Mastering Number' programme from NCETM in EYFS and KS1.	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: <u>Mathematics guidance: key stages 1 and 2</u> This links with our whole school mathematics overview. The EEF guidance is based on a range of the best available evidence: <u>Improving Mathematics in Key Stages 2 and 3</u>	3
Improve the quality of social and emotional (SEL) learning by embedding SEL approaches into our educational practices and providing professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <u>Improving Social and Emotional Learning in Primary Schools EEF</u>	5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year 6, 5, 4 and 3 intervention group</i>	EEF Group Intervention strategy	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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 over a fixed time period of at least a term. Phonics Teaching and Learning Toolkit EEF	2
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. Key staff implement policy and procedures. Liaison with the Local Authority (PAST)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Data evidences that attendance is monitored proficiently and attendance is very good at 96.3%. Visits from the LA have recently resumed Unauthorised absences are still the concern- holidays during term time	6
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 (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Children's Champion role is to focus on attendance, behaviour and wellbeing. To work with children and families to improve outcomes for pupils, particularly those who are disadvantaged.	The Children's Champion liaises with the Admin team, tracks attendance concerns (Logs and CPOMS) and phones/visits parents and carers on the first day of absence. These meetings are facilitating improved punctuality and attendance. The Early Help initiative has supported several families and links with external agencies have developed meaning school can signpost parents to a range of support agencies.	

	Behaviour at playtimes and lunch time has improved because of continuous monitoring and evaluation.	
The School Counsellor provides support for children with specific needs and, when appropriate, offers family support too.	The needs of all pupils are met. Families are offered support and several have engaged already and requested help.	

Total budgeted cost: £38,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2022-23 there were 7 disadvantaged pupils in Year 6.

The progress score in reading was 0.4 compared to 0.3 Lancashire and 0.4 National

The progress score in writing was -1.6 compared to 0.6 Lancashire and 0.4 National

The progress score in maths was 1.2 compared to 0.5 Lancashire and 0.5 National

The percentage of pupils meeting the expected standard in reading, writing and maths was 43% compared to 66% Lancashire and 66% Nationally

The average reading score was 105 compared to 106 Lancashire and 106 National

The average maths score was 106 compared to 105 Lancashire and 105 National

The progress and attainment of all pupils is constantly monitored and tracked using an online programme. Progress meetings are organised by SLT and teachers to review pupil's progress and evaluate the strategies being delivered. The lowest 20% of readers are monitored closely, as are the children's termly targets in Accelerated Reader across Key Stage 2.

The Mastery in Mathematics initiative is being delivered in Key Stage One and progress of all pupils is closely monitored. Mental strategies and problem solving are areas of focus.

Staff assess the impact of wider issues impacting on our disadvantaged pupils' performance and try to negate their influence on pupil progress. These include attendance, behaviour and wellbeing.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Targeted Interventions in Reading and spelling delivered by a teacher Diagnostic testing for Irlens Additional guided reading sessions Precision teaching in spelling and handwriting
The impact of that spending on service pupil premium eligible pupils
Gaps in the children's learning have closed Progress has been accelerated Confidence levels have improved