

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Helmdon Primary School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 - 24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Amanda Zdyrko
Pupil premium lead	Amanda Zdyrko

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,260
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,260

Part A: Pupil premium strategy plan

Statement of intent

Some of our disadvantaged pupils face barriers to their learning. The challenges are not the same for each child so we have looked at the children as individuals to assess their needs.

We aim to provide support by:

- Ensuring that teaching and learning opportunities meet the needs of all the children
- Making appropriate provision for our vulnerable groups
- Allocating pupil Premium funding so that it has a positive impact on identified individuals

Our provision includes offering a place in Wraparound Care, additional learning support in class and in small intervention groups, support payments for activities and educational visits, ensuring all teaching is good or better.

All our work through pupil premium is aimed at children achieving their age-related expectations and being happy and secure individuals.

Challenges

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

Challenge number	Detail of challenge
1	Lack of parental engagement with phonics and/or reading at home
2	Narrowing the attainment gap in reading, writing and maths
3	Lack of engagement in school, passive/anxious children
4	Children not engaging in extra-curricular enrichment activities

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
Improve progress in KS1 for PP children	All PP children achieve age-related expectations by the end of the year
Improve progress in reading for PP children in KS2	All PP children achieve age-related expectations in reading by the end of the year
Improve progress in writing for PP children in KS2	All PP children achieve age-related expectations in writing by the end of the year
Improve progress maths for PP children in KS2	All PP children achieve age-related expectations in maths by the end of the year
PP children engage with extra-curricular activities	Friendships, resilience, and confidence are developed. PP children enjoy attend activities/clubs outside of the normal school day

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: £1970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher running after school maths club 60 mins per week	Small group intervention with targeted, personalised teaching. Longer than an intervention so time to teach, practise and apply. Run by teachers who knows children's abilities and anxieties well. 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)	2

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

Budgeted cost: £ 6668

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant 80 mins per week listen to targeted readers each week (KS2)</p> <p>Teaching Assistant 50 mins per week listen to targeted readers each week (KS1)</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Teaching Assistant 25 mins per week handwriting intervention (KS2)</p> <p>Teaching Assistant 90 mins per week maths booster intervention (KS2)</p> <p>Teaching Assistant 30 mins per week key maths intervention (KS2)</p> <p>Teaching Assistant 60 mins per week spelling intervention (KS2)</p> <p>Teaching Assistant 15 mins per week phonic intervention (KS1)</p> <p>Teaching Assistant 45 mins per week phonic intervention</p> <p>Teaching Assistant 15 mins per week maths intervention (KS1)</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Teaching Assistant 60 mins per week nurture group (KS2)</p> <p>Teaching Assistant 30 mins per week nurture group (KS1)</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3

Teaching Assistant 80 minutes per week Sensory Circuits group (KS2)		
Teaching Assistant 45 mins per week language intervention (KS2)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £6485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) School enjoyment is increased.	3, 4
Teaching Assistant 10 hours per week classroom support for targeted children who need additional support due to anxiety and emotional issues (KS2)	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2, 3

Total budgeted cost: £15,123

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Overall attendance in 2022/23 was 94.6% which is higher than the previous year (2021/22 was 90.9%). Last year attendance among disadvantaged pupils was slightly lower than their peers (92.5%) but we had no persistent absence. This gap between disadvantaged and not disadvantaged pupils is smaller than the previous year, but attendance will continue to be a focus of our current plan.

Our observations indicated that pupil wellbeing and mental health continue to improve from previous years. We used pupil premium funding to provide wellbeing support to these pupils, and targeted interventions where required. We are building on that approach, for example, using Zones of Regulation in each class and starting each morning with a Sensory Circuits session for targeted children.

In KS1 and KS2 we have used internal assessments for maths and reading and teacher assessments for writing. 'Progress in Understanding Mathematics' (PUMA) shows that at the end of last year (June 2023) our disadvantaged children made equal progress to our non disadvantaged children in maths and only in year 1 a very small number didn't reach their Age Related Expectation. 'Progress in Reading Assessment' (PIRA) also shows good results with only two disadvantaged children not reaching their Age Related Expectation (year 1 and year 3).

Results for writing were more disappointing as 44.4% of our disadvantaged children did not reach their Age Related Expectation. This is a focus for next year for them with Spelling and Phonic interventions planned.

We used catch-up funding to provide small group tutoring and we believe this helped our children as it meant the class teachers had time to focus on other children who needed their help.