

## 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	110
Proportion (%) of pupil premium eligible pupils	6.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2022 - 23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Amanda Zdyrko
Pupil premium lead	Amanda Zdyrko
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,568
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8,568

# 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.

Previous lockdowns have affected our children. Maths, Science, and many of the non-core subjects for some of our KS1 and KS2 children were quite positive as children engaged with the online learning and a broad curriculum was still offered. Reading was more difficult to access for some children and writing was particularly difficult for most as they were using a device to write on rather than paper and their stamina, handwriting and grammar all suffered.

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 Foundation Stage for PP children	All PP children achieve age-related expectations in EYFS
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: £1775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher running after school maths Club	Small group intervention with targeted, personalised teaching. Longer than an intervention so time to teach, practise and apply. Run by teacher 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: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612211/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	2
Music tuition	Self esteem improves. Concentration and perseverance develop.	3, 4

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

Budgeted cost: £ 1080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant listens to readers each week	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: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Teaching Assistant 20 mins per week handwriting intervention	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: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Teaching Assistant 30 mins per week anxiety group  NTFC coach 20 mins per week x one group  NTFC coach 30 mins per week x one group	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): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3
Teaching Assistant 20 mins per week Time to Talk intervention	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: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	3

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

Budgeted cost: £5745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues. £775	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
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): <a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> 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	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): <a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	2, 3

**Total budgeted cost: £ 8,600**

## 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 2021 to 2022 academic year.

Overall attendance in 2021/22 was 90.9% which is lower than in previous years (2021/22 was 96.9%) At times when all pupils were expected to attend school last year, absence among disadvantaged pupils was higher than their peers (86%) but we had no persistent absence. This gap between disadvantaged and not disadvantaged pupils is larger than in previous years, which is why attendance continues to be a focus of our current plan.

Our observations indicated that pupil wellbeing and mental health were significantly improved 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.

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 2022) our disadvantaged children made very similar progress to our non disadvantaged children in maths and only a very small number didn't reach their Age Related Expectation. 'Progress in Reading Assessment' (PIRA) shows even better results with only one disadvantaged child not reaching their Age Related Expectation.

Results for writing were disappointing across the school and 50% of our disadvantaged children did not reach their Age Related Expectation. This is a focus for next year for the whole school.

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.