

Pupil premium strategy statement – Helmingham 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	28
Proportion (%) of pupil premium eligible pupils	14%
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)	2024-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Stephanie Hawes
Pupil premium lead	Stephanie Hawes
Governor / Trustee lead	Dawn Carman-Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,185
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>	£ 2,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
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>	£12, 185

Part A: Pupil premium strategy plan

Statement of intent

At our Greenfields schools, it is our intention that all pupils make good progress and achieve high attainment across the curriculum, regardless of their backgrounds or any challenges that they may face. Our pupil premium strategy is in place to support disadvantaged pupils to achieve that goal, including continued progress for those who are high attainers.

The strategy aims to support the needs of our pupils regardless of whether they are disadvantaged or not. Non-disadvantaged families also benefit from the approaches and strategies adopted and developed as part of the PP strategy.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and benefits all pupils. It is intended that attainment and progress will be sustained for all pupils.

Our approach will be responsive to the common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches and interventions that we use help pupils excel and include challenges in the work they are set, early identification of need, high expectations for all and support for specific needs as they are identified.

Challenges

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

Challenge number	Detail of challenge
1	<i>Observations, assessments and discussions with pupils indicate that attainment in writing is not at national expected standard</i>
2	<i>Observations, assessments and discussions with pupils indicate that progress in writing is slower than in other subjects</i>
3	<i>Surveys from school to children and parents indicate emotional literacy and poor mental health leads to behaviour difficulties and difficulties in understanding emotions, following on from Covid disruptions</i>
4	<i>SEND provision from outside agencies have long waiting times and school staff need to be trained to deliver intervention/ support outside of the classroom</i>
5	<i>Engagement of children and families: Observations indicate that resilience levels are often low in children and their families, possible as a result of the</i>

	<i>Covid pandemic. Children don't see/ accept making mistakes as part of their learning.</i>
6	<i>Attendance of PP children is lower than non PP children. School systems demonstrate that attendance has an impact on the achievement and attainment of pupils</i>
7	<i>Being a small school, with a significantly smaller budget, the costs and transport for educational visits, visiting speakers and wider curricular activities are not always accessible</i>

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>For attainment and progress in Reading and Writing to meet national expectations</i>	<ul style="list-style-type: none"> • Quality first teaching • Teacher assessments reflect increase in attainment and at least expected progress • Implementation of new spelling scheme demonstrates progress in all year groups • English lead monitors progress and attainment robustly, identifying children who need catch up support, booster groups and/ or tutoring • Use GAPS analysis effectively to support teaching and learning, identifying pupils who may require more targeted support on a daily basis • Upskill all staff with appropriate approaches and pedagogy for teaching interventions • English lead to manage accelerated reader scheme and monitor progress
<i>Children to have good emotional and mental health.</i>	<ul style="list-style-type: none"> • Children accept that making mistakes is part of learning • Children and families have the strategies for developing positive mental health • Use learning characteristics to celebrate success and raise self esteem • Wow board used to celebrate successes outside of school • ELSA and DESTY practises target support for specific children • Nurture groups/ social skills groups occur in classes, including daily check ins for vulnerable/ targeted children • PSHE curriculum includes mental health support and strategies
<i>Improve the attendance rate for all PP children to at least match the non PP attendance figures</i>	<ul style="list-style-type: none"> • Office managers to monitor attendance figures and share regularly with AH and HOSWISA • Monitor daily attendance • Improve communication and build relationships between all staff and families

	<ul style="list-style-type: none"> • Termly meetings with HOSWISA Office staff to produce termly attendance report • Supplement cost of trips and educational experiences
<i>SEND interventions are effective and at least expected progress is maintained.</i>	<ul style="list-style-type: none"> • Use CPD effectively to upskill and train staff to effectively support curriculum development • SLT and SENDCo to meet regularly to review teaching and progress • SEND children are consistently identified and supported in QFT • SEND interventions are delivered on Plan, do Review cycle • Outside agency intervention is planned for and utilised as needed • Tutoring is used for targeted progression • Small group and 1:1 support as needed in class • Effective home and school communication
<i>Children and families are engaged with school activities and develop strong resilience to face new challenges</i>	<ul style="list-style-type: none"> • Provide educational enrichment activities throughout the school day, as after school opportunities and educational visits • Engage parents in termly workshops to support curriculum delivery at home • Embed risk taking and resilience building opportunities in to curriculum subjects • Supplement the cost of trips and educational visits • Attendance is monitored and shows a picture of improvement

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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Jason Wade's Sounds and Syllables spelling scheme (£950)	CPD from external company to deliver 3 twilight sessions (6hrs) for all staff Monitoring has identified that spelling is having an impact on children's attainment and preventing children from moving from working towards to EXS. This new approach aims to build on phonics knowledge in KS1 and have a positive impact on progression in spelling at KS2 and challenging misconceptions	1 2

Up-levelling of the reading and Library resources, including accelerated reading scheme (£1387.10 annually) £850 Books	Research suggests that wider reading improves vocabulary which can influence the structure and creativity of a pupils writing.	1 2
Literacy lead to deliver CPD for 3 tiered vocabulary strategy	A range of vocabulary will be introduced to improve the quality of a piece of writing. Monitoring has identified that vocabulary range is having an impact on children's attainment and preventing children from moving from working towards to EXS. This new approach aims to build on phonics knowledge in KS1 and have a positive impact on progression in using a range of vocabulary at KS2.	1 2
Improve the quality of social and emotional learning. These approaches will be embedded into routine and supported by CPD.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers)	3 4 5 6
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups.	1 2 4

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training to develop strategies for inclusion and intervention, managing behaviours and supporting mental health	Behaviour interventions- teaching and learning toolkit- EEF Observations and monitoring demonstrates that a consistent and collaborative approach is needed to ensure that expectations are consistent and fairly applied, meaning that all children have the same opportunities to succeed, with targeted interventions of support where necessary.	4 5 6

ELSA/ DESTY trained staff to implement appropriate interventions	Emotional literacy is fundamental to the development of the child. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviours and relationships)	4 5 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions towards educational visits, residential experiences, uniform etc	Experience suggests that without financial support, children would miss out on opportunities that their non PP children would get to explore. This also encourages relationship building, being part of a community group and reinforces identity and self-worth.	5 6 7
<i>Contingency fund for acute issues</i>	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

Total budgeted cost: £ 12,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All children to make at least their expected progress in reading, writing and maths:

Progress across the school at Helmingham has developed considerably in the last couple of years- Reading progress is 88%, Writing is 94% and Maths is 100% from the children's baseline assessments. There has been no KS2 data for 2023 as there were no year 6 children. KS1 data indicates that the expected standards are being met for 40% Reading, 40% Writing and 80% Maths.

Work with a speech and language therapist to develop children's speech, language and communication skills: Speech and Language sessions continued virtually throughout lockdown and in school where it was possible to do so. The SENDCO has introduced Wellcomm assessments to establish early intervention needs and these are being addressed in school and with external agencies following a Plan, Do and Review approach.

Deliver Emotional literacy support sessions: Our ELSA practitioner delivers ELSA sessions at least weekly and also supports the delivery of PSHE in KS2. ELSA sessions are carefully planned and monitored with progress being shared with class staff and families. ELSA has been invaluable to support the emotional needs of the children across the school.

Ensuring full engagement in an enriched curriculum including off site and out of school experiences; social, cultural, sporting and educational: An enrichment programme was started and continues to improve and develop into this term with a full programme of enrichment activities for all children to access. The school curriculum has been further developed to include more focus on outdoor learning and forest schools opportunities have been utilised. The curriculum continues to be developed with project based learning and child led projects.