



St Helen Auckland Primary School

Pupil Premium Strategy 2024-2027

Rationale

St Helen Auckland Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Background

Pupil Premium funding is a government initiative that targets additional support at pupils from deprived backgrounds. This is because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government have used pupils who are entitled to free school meals (FSM) as an indicator of deprivation and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years. An amount of money is also allocated to children who are looked after (LAC) and service children. The government does not dictate how this money should be spent but schools are expected to employ strategies that they are confident will 'diminish the difference' in attainment between those pupils which are considered to be deprived and those who are not. Schools are accountable for this allocation of resources and must demonstrate that pupils in receipt of Pupil Premium achieve well compared to other pupils. The funding is also used for the promotion of extended services to raise aspiration e.g., residential trips and for widening pupils' awareness of the wider cultural diversity e.g., trips, visitors to school.

Key Principles

By following these key principles, we believe that we can maximise the impact of our Pupil Premium spending:

High expectations

Providing a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

High Profile

Diminishing differences in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning. Pupil premium profiles are completed each term.

Early Intervention

We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

Inclusive Provision

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding.

High Quality Teaching and Learning

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that all pupils receive good teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

Emphasis on Key Skills

We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place the highest Importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.

Strategies

Identifying Need

Staff will assess the progress of PP pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.

Identifying barriers to Learning

We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short-term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential. Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework

Use of Data

We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

- Performance data is analysed each term in order to evaluate the performance of all pupils. Comparisons are made between pupil premium and non-pupil premium pupils within the school. This data is used to provide school improvement targets

- Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked at least termly.
- Data is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

Provision

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. Provision is changed annually according to need. Our provision includes:

- Small group interventions
- Support with speech and language in the early years.
- SATs booster classes
- High quality feedback from staff
- Activities to support aspiration of pupils

Reporting

We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by publishing the following information on our school website:

- Our Pupil Premium strategy
- Our Pupil Premium Expenditure Report for the previous academic year detailing how the funding was spent and the impact that this had.
- Our Pupil Premium spending for the current academic year detailing how the funding is to be spent.
- The Pupil Premium Lead and headteacher report to the Governing Body on how effective provision has been in achieving its objectives.
- A pupil premium governor monitors pupil premium performance termly.

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	St Helen Auckland Community Primary School
Number of pupils in school	170 (46 nursery)
Proportion (%) of pupil premium eligible pupils	46.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	1 st September 2024
Date on which it will be reviewed	20 th July 2025
Statement authorised by	Mrs J Elmes
Pupil premium lead	Mrs N Treend
Governor lead	Mrs M Hockaday

Summary Information 2024-2025				
Pupil Premium Funding	Eligible Boys	Eligible Girls	Looked After Children	Service Children
Number of eligible pupils: 79	34 (£1,480 x 34)	45 (£1,480 x 45)	1 (£2,570 X 1) (£770 retained by DCC)	1 (£340 X 1)
Early Years Pupil Premium	Eligible Pupils	Eligible Boys	Eligible Girls	Total EYPP Budget
Number of pupils:	12 (12 x £388)	7 (7 x £388)	5 (5 x £388)	£4,656.00
Total Number of Pupils (Inc. FTE)	170		Number of Pupils Eligible	79
Total Pupil Premium Budget	£119,060.00 (plus £4,656.00 EYPP)		% of Pupils Eligible	46.5%

2024 Outcomes							
FS2 – 16 children Year 1 – 24 children	PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF	
Year 1 Phonics	83%			91%	81%	+10	+2
EYFS GLD	100%			73%	67%	+6	+33

2024 Outcomes							
KS2 Year 6- pupils	PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF	
Expected Standard R	65%			69%	74%	-5	-9
Expected Standard W	53%			62%	72%	-10	-19
Expected Standard GPS	53%			77%	72%	+5	-19
Expected Standard M	65%			77%	73%	+4	-8
Expected Standard RWM	53%			69%	61%	+8	-8

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,060.00 (£4,656.00 EYPP)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£123,716.00

Part A: Pupil premium strategy plan

At St Helen Auckland Primary and Nursery School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result of our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupil entitled to Pupil Premium and those who are not.

Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils, particularly in communication, literacy and language, reading and number.
2	Low levels of resilience and poor SEMH for some pupils (including those eligible for PP)
3	High numbers of PP pupils also have SEND including ASD, ADHD, Learning difficulties, mental health and attachment needs, impacting upon academic progress.
4	Safeguarding concerns. Unsettled family arrangements leading to social and emotional difficulties affecting learning.
5	Low attendance/ High persistent absentee rates for some PP children
6	Social deprivation and parenting capacity (limited life and learning experiences)

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
Progress in Early reading and phonics.	<ul style="list-style-type: none">At the end of Foundation stage, maintain the gap between disadvantaged and others nationally in communication, language and literacyAt the end of Year 1, reduce the gap between disadvantaged pupils and others in school.

Raise overall attainment and progress in reading.	<ul style="list-style-type: none"> • At the end of Foundation stage, maintain the gap between disadvantaged and others nationally in reading. • At KS1, reduce the gap between disadvantaged pupils and others in school in reading. • At KS2, narrow the gap between disadvantaged and others in school and nationally.
Raise overall attainment and progress in writing.	<ul style="list-style-type: none"> • At the end of Foundation stage, maintain the gap between disadvantaged and others nationally in literacy. • At KS1, reduce the gap between disadvantaged pupils and others in school in writing. • At KS2, narrow the gap between disadvantaged and others in school and nationally.
Raise overall attainment and progress in maths.	<ul style="list-style-type: none"> • At the end of Foundation stage, maintain the gap between disadvantaged and others nationally in number. • At KS1, reduce the gap between disadvantaged pupils and others in school in maths. • At KS2, narrow the gap between disadvantaged and others in school and nationally.
Increase level of most able and higher achieving pupils across school	<ul style="list-style-type: none"> • Increase the percentage of disadvantaged pupils who achieve greater depth in reading, writing and mathematics and RWM combined at the end of each key stage (currently 0% of PP pupils in Year 2 and 6% of PP pupils in Year 6 achieved GD/Higher Standard RWM).
Increased emotional wellbeing, resilience, independence and positive behaviour of pupils.	<ul style="list-style-type: none"> • Increased resilience demonstrated by pupils • Children will settle quickly into school and learning, with any disruptions becoming a rarity. • A reduction in incidents of children requiring support and/or emotional wellbeing interventions.
At least expected progress for PP pupils who also have SEND	<ul style="list-style-type: none"> • At the end of Foundation stage, reduce the gap between disadvantaged and SEND PP children • At KS1, continue to reduce the gap between disadvantaged and SEND PP children • At KS2, narrow the gap between disadvantaged and SEND PP children

All safeguarding concerns are identified and addressed quickly and effectively.	<ul style="list-style-type: none"> • Safeguarding concerns will be raised by staff via CPOMS to designated safeguarding leads. • Early Help Assessments will be submitted • TAF, CLA and Child protection meetings attended and actions completed
Improved rates of attendance and punctuality and decreased persistent absentee rates	<ul style="list-style-type: none"> • Overall attendance to be in line with national (currently 92.39%) • Reduce gap between disadvantaged and others. • PA for all pupils will be in line with national, with the gap between disadvantaged and others to fall (PA for PP pupils 4.7% compared to 1.4% for non-PP pupils)
Provide support for low-income pupil premium pupils and their families	<ul style="list-style-type: none"> • Improved attendance rates through provision of subsidised breakfast and after school clubs. • Improved academic engagement through provision of wider curriculum (school visits and visitors) • Improved parental engagement through participation events, designated support and signposting.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 61,858.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>EYFS, Phonics and Early Reading</u></p> <p>Access training with a focus on improving QFT in all core areas of the curriculum.</p> <p>All staff to receive training to deliver early reading and phonics effectively.</p> <p>Refined and amended planning documents to ensure coverage of new curriculum as well as coverage of any missed areas of the curriculum.</p> <p>Implement Little Wandle phonics programme from Nursery.</p>	<p>The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement.</p> <p>EEF Research found that qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</p> <p>EEF research suggests that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read.</p> <p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger</p>	1

<p>Early Star reader access for all children.</p> <p>Retention of experiences and highly qualified teaching and support staff.</p>	<p>effects for children from disadvantaged backgrounds.</p> <p>An EEF and Durham University study found that 'The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time'.</p> <p>EEF recommendation that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.</p>	
<p><u>Reading, Writing and Maths progress</u></p> <p>Access to training with a focus on improving QFT in all core areas of the curriculum.</p> <p>Whole school monitoring to ensure high levels of teaching and learning throughout school in all subjects.</p> <p>Moderation with other primary schools within the Learning trust</p> <p>Refined and amended planning documents to ensure curriculum coverage and breadth, with a focus on any gaps and missed/forgotten learning.</p> <p>MyOn and Accelerated reader access for all children.</p>	<p>The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement.</p> <p>The agreement or moderation of assessment judgements is essential so that all those involved (e.g., teachers, pupils, parents and local authorities) can make effective use of the information. Moderation is used to ensure that the assessment judgements made for any one pupil are accurate, fair, comparable with those made for all other pupils in the same class, and consistent with those made in other classes and in other schools. (NfER)</p> <p>EEF toolkit suggests that on average, reading comprehension approaches improve learning by an additional 5 months' progress over the course of a school year. These approaches appear to be even more effective for older</p>	1

<p>TTRockstarz access for all children</p> <p>Retention of experiences and highly qualified teaching and support staff.</p>	<p>readers (aged 8 years or above) who are not making expected progress.</p> <p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p> <p>EEF recommendation that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,929.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Social Emotional and Mental Health needs</u></p> <p>Identification and engagement of most vulnerable children and families.</p> <p>Identified support staff for specific support/programmes</p> <p>Therapeutic interventions delivered by qualified staff (Lego Therapy, Draw and Talk therapy)</p> <p>Referrals to other agencies:</p> <ul style="list-style-type: none"> • EWEL • Piece of Mind • CAMHS <p>Use of Learning Mentor to provide focussed</p>	<p>Public Health England stated that schools have an opportunity to increase the resilience of the students they teach. There are a number of specific strategies that teach social and emotional skills as part of a wider strategy, which have shown some positive results, e.g., social and emotional learning (SEL) programmes</p> <p>Effective SEL can lead to learning gains of +4 months over the course of a year. (EEF)</p> <p>Evidence suggests that offering more specialised programmes which are</p>	2

support and interventions.	targeted at children with either behavioural issues or behaviour and academic problems, will have a positive impact on attainment especially for older children. (EEF) EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	
<u>SEND support</u> Detailed intervention programmes delivered by qualified teaching assistants.	Small group and 1:1 interventions with highly qualified staff have shown to be effective (EEF Toolkit)	3

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

Budgeted cost: £ 30,929.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Safeguarding and Welfare</u> Use of CPOMS to quickly and effectively address safeguarding concerns Designated staff to provide support and advice to parents, liaise with other agencies and attend TAF meeting. Use of Clennell Education Solutions to provide operational support, advice and training for staff and parents to address safeguarding and behaviour concerns.	Safeguarding software helps schools to keep an accurate record of their concerns which can be relied upon for evidence in court proceedings. It facilitates secure information sharing, while enabling schools to remain compliant with data protection regulations. (TES) Schools play an essential role in protecting children from abuse. They have regular contact with children and young people so are in a strong position to identify signs of abuse and neglect (NSPCC) Additional support and concerns can be quickly identified and actions can be taken, e.g., meetings with parents, referrals to outside agencies. Families need support for social and emotional issues – their own and that of	4, 6

	their children. School staff can provide support for families, working towards more positive outcomes.	
<p><u>Attendance and Persistent absence</u></p> <p>Subsidised breakfast clubs and after school clubs for disadvantaged pupils to encourage attendance and punctuality</p> <p>Designated staff directed to focus on attendance as part of role in engaging with parents:</p> <ul style="list-style-type: none"> • First day absence phone calls • Analysis of data • Support for pupils • Support and challenge for target families 	<p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. (DfE)</p> <p>EEF evidence indicates that, on average, pupils make two additional months' progress per year from targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.</p> <p>In the guidance document 'Working together to improve school attendance' the DfE state that : "At all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place"</p>	5
<p><u>Social deprivation</u></p> <p>All children can access wider curriculum opportunities including school trips and residential visits</p> <p>Subsidised breakfast clubs and after school clubs for disadvantaged pupils</p>	<p>Overall, studies of outdoor learning experiences consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning experiences make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)</p>	6

Total budgeted cost: £123,716.00

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 2024 to 2025 academic year.

Teaching Strategies
Targeted Intervention
Wider Strategies

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle Ltd
Little Wandle Letters and Sounds	Wandle Learning Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Funding was used to:</p> <ul style="list-style-type: none">• Increase levels of resilience and independence for pupils through specific PSHE teaching.• Address and emotional issues experiences by pupils through therapeutic interventions delivered by a qualified Learning Mentor• Provided parental support in relation to home needs and encourage increased involvement of parents in supporting

	<p>pupils through parent participation events, support from designated staff and signposting.</p> <ul style="list-style-type: none"> • Identify and support for any gaps in learning that may occur due to time away from school necessary due to parental deployment away from home, through catch up sessions planned and delivered by class teachers and teaching assistants.
What was the impact of that spending on service pupil premium eligible pupils?	

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2024 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2025 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2025 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		