

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Helpringham Primary School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rebecca Leighton
Pupil premium lead	Rebecca Leighton
Governor / Trustee lead	Andrew Gill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420
Recovery premium funding allocation this academic year	£5365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1770
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	£55,555

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- For all disadvantaged pupils in school to meet or exceed national expected progress rates in order to reach age-related expectation at the end of Year 6, therefore being secondary ready.
- To continue to narrow the gap between disadvantaged and non-disadvantaged pupils within school over the next three years.
- To ensure that all children, but in particularly our disadvantaged children, are able to read confidently, develop a love for reading and have easy access to books.
- To ensure that our disadvantaged pupils have the same opportunities as non-disadvantaged throughout the school eg. School trips
- To ensure that all children attend school regularly and are prepared for the school day as well as being supported during the school day eg lunchtimes.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Providing additional learning support to provide targeted interventions
- Providing additional resources, especially in reading, to develop skills, ability and interests
- Supporting payments for activities such as residential and music tuition
- Providing transport to support attendance and funded places at breakfast club

What are the key principles of your strategy plan?

- Good quality first teaching
- Staff Development
- High Quality Resources
- High expectations for our children

Challenges

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

Challenge number	Detail of challenge
1	Children join the school with poor social and communication skills in EYFS. This can impact on children's ability to access early Phonics and reading skills.

2	Deficit of language and vocabulary which impacts on children's engagement with books and the ability to develop reading skills effectively. Deficit of PP children having access to a range of high quality reading materials to promote the love of reading.
3	Gaps in the experiences of PP children in the wider world compared with non-PP children, which can impact on aspiration, self-esteem and confidence.
4	Narrowing the attainments gap in reading, writing and maths.
5	Some PP children's attendance can be lower than non PP

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
Pupils entering EYFS make accelerated progress from their starting points – especially in Communication and Language	% of PP children achieving GLD compared to Non-PP children closes Create % of PP children achieve ELG in Communication and Language
PP pupils have access to a range of high quality texts both in school and at home to promote a love of reading	PP pupils are able to talk confidently about their love of reading. % PP pupils meeting age-related expectations in reading increases
Ensure disadvantaged pupils receive a rich and broad curriculum, which is aspirational and challenging	PP children taking part in sports activities increase All PP children are able to attend residential visits and trips PP children have the opportunity to receive music lessons if requested.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. For all disadvantaged pupils to make or exceed nationally expected progress rates	Achieve national average progress scores in KS2 Reading, Writing and Maths Gap between attainment of non PP with PP pupils has closed
Work collaboratively with families to ensure that PP children attend school regularly. Ensure that parents understand the importance of good school attendance.	Attendance of PP pupils is in line with National (96%) Decrease pupils being classed as PA

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: £240

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELKLAN training for staff CPD: £240	EEF Oral Language Interventions	1

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

Budgeted cost: £36,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure children have access to high quality texts: Pie Corbett Reading Spine: £700 Reading Rocks Subscription: £340	EEF Reading Comprehension Strategies	2 4
Develop Early Communication and Language Skills Tales Toolkit: % of total cost = £300 Wellcomm = £500	EEF Oral Language Interventions	1 4
Robust interventions to close gaps in Phonics skills RWI 1:1 Tutoring Materials: £400 TA support: £17500	EEF Phonics	1 2 4
Robust interventions to close gaps in Reading TA support: £17500	EEF Reading Comprehension Strategies	2 4

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

Budgeted cost: £10,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supported funding for residential and school trips Funding: £800	EEF Social and Emotional Learning Evidence review	3
Support wider learning opportunities: Music Tuition: £300 Theatre Visit: £200 Transport from clubs:£500	EEF Arts Participation EEF Physical Activity	3
Lunchtime support to engage children and support emotional needs MDSA: £9000	EEF Social and Emotional Learning Evidence review	3
Improve attendance through transport and Breakfast/After-school Club Transport: £500 BC/ASC: £500	EEF Parental Engagement Evidence Review	5

Total budgeted cost: £48,180

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 2020 to 2021 academic year.

Staff accessed training to support maths teaching through the Maths Hub/NCETM. Practical Maths resources were purchased to ensure that all children had the opportunity during maths lessons to practise their skills.

PP children were supported in lessons and through interventions by Teaching Assistants to develop their learning skills and MDSAs supported social and emotional development at lunchtimes.

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

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?	Some was spent to provide Access to Breakfast and Afterschool Club to support school attendance
What was the impact of that spending on service pupil premium eligible pupils?	Children were able to attend school promptly and families were supported around irregular work patterns

