

## Pupil premium strategy statement 22-23

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	Helpringham Primary School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£41,550
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4251
<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	£45,801

# 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, curriculum experiences
- To ensure that all children attend school regularly and are prepared for the school day as well as being supported during the school day.

*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 % 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 and extra-curricular clubs PP children have the opportunity to receive music lessons.
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 attainment 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: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tales Toolkit Training CPD: £200	EEF Oral Language Interventions	1

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

Budgeted cost: £33,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure children have access to high quality texts: Reading Blankets and Book Subscription £2000 Reading Rocks Subscription: £340	EEF Reading Comprehension Strategies	2 4
Develop Early Communication and Language Skills Tales Toolkit: £300	EEF Oral Language Interventions	1 4
Robust interventions to close gaps in Phonics skills RWI 1:1 Tutoring Materials: £383 Oxford Owl: £82.96 TA support: £23,997	EEF Phonics	1 2 4
Robust interventions to close gaps in Reading, Writing, Maths Penpals: £1129 CGP Books: £153 TTRS:£38.72 Insight:£118.73 Spelling Shed: £200 Teacher x 2 Days: £5226	EEF Reading Comprehension Strategies	2 4

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

Budgeted cost: £8,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supported funding for residential and school trips Funding: £560	EEF Social and Emotional Learning Evidence review	3
Support wider learning opportunities: Music Lessons: £1374 Swimming Lessons: £650 Curriculum Experiences: £1123 Transport from clubs:£2725	EEF Arts Participation EEF Physical Activity	3
Improve attendance through transport and Breakfast/Afterschool Club Transport: £500 BC/ASC: £2000 Certificates/Stickers for Funday Friday Celebration Assembly	EEF Parental Engagement Evidence Review	5

**Total budgeted cost: £42,608**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

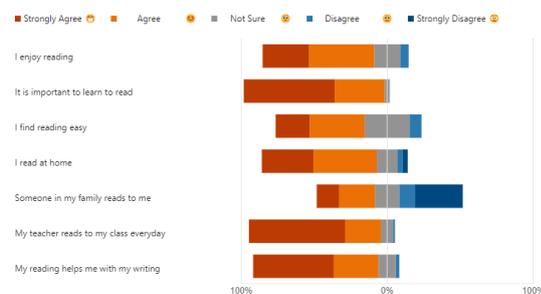
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

ELKLAN trained staff were able to better support children in EYFS and KS1 with their language needs.

Pupil Premium children had greater access to high quality texts within in their classroom but also for home readers. School questionnaire regarding reading showed that the majority of children love reading, recognise that it is important to learn to read and that reading happens everyday in school.

3. How do you feel about reading?

[More Details](#)



60% of PP Reception children met the ELG for the Communication/Language and Reading strands.

25% of PP Y2 children (1 child) met the expected standard in RWM

75% of PP Y3 children met the expected standard in Reading.

75% of PP Y4 children met the expected standard in RWM.

67% of PP Y5 children met the expected standard in RWM.

Y6 PP children – 25% Maths, 13% Reading, 26% GPS

All Y6 children were able to attend the residential trip which was supported by some funding.

KS2 PP children were able to experience a theatre group in school which was enjoyed by all.

