Pupil premium strategy statement 26-27

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 Academy
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	37% (19% targeted)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	September 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Helen Kay
Pupil premium lead	Helen Kay
Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,320
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	

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 make substantial progress and to be as near to meeting or exceeding 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, magazines and other reading material.
- To ensure that all children, but in particular our disadvantaged children, develop good skills in oracy to enable them to access greater life-long opportunities.
- To ensure that our disadvantaged pupils have the same opportunities as non-disadvantaged throughout the school eg. School trips, curriculum experiences including outdoor learning and access to music lessons and uniform.
- To ensure that all children attend school regularly and are prepared for the school day as well as being supported during the school day.
- To ensure that all children have access to strategies and programmes that support their social emotional development in order for them to thrive not just at school but in life.

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 residentials and school trips
- Providing funded places at breakfast club enabling parents to have longer hours in employment.

What are the key principles of your strategy plan?

- Good quality first teaching
- Staff Development
- High Quality Resources
- High expectations for our children
- Holistic approach to wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Children who have speech and communication needs struggle with reading and writing.
2	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.
3	Narrowing the attainments gap in reading, writing and maths.
4	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 with identified gaps in the strong foundations for their year groups to make increased rates of progress to close the gaps.	% of PP children making expected progress in reading, writing, mathematics and oracy to increase and observed improvement in handwriting.
Ensure disadvantaged pupils receive a rich and broad curriculum, which is aspirational and challenging	PP children taking part in sports and music activities to 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 through Rocksteady.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. For all disadvantaged pupils to make or exceed nationally expected progress rates	Achieve increasing levels of attainment in all year groups in Reading, Writing and Maths. Gap between attainment of non PP with PP pupils to narrow and close.
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: £512

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for writing in EYFS and KS1 –, Write Stuff work including shared practice, RWI Handwriting, Spelling interventions TTRS: £512	Writing Framework DfE Getting it Right From the Start	1 3

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

Budgeted cost: £39083.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure children have access to high quality texts to expand their language skills. Picture New, The Week Junior and Science and Nature Subscriptions and new books for the library area as well as core books for supporting the Write Stuff writing curriculum: £1658	EEF Reading Comprehension Strategies Pupil Voice	1 3
Speech and Language Teaching Assistant: training, wages, resources £7673.45	EEF Oral Language Interventions	1
Robust interventions to close gaps in Phonics skills Ruth Miskin Online: £1140 TA support: £26,000	EEF Phonics	1 3
Robust interventions and support for wellbeing: ELSA: £690 ELSA Resources 500	EEF Self-Regulation approaches Public Health – The Link Between Pupil Health and Wellbeing and Attainment	1 2 3

Language for Emotions and Behaviour CPD: £60		
Robust interventions to close gaps in Reading, Writing, Maths TTRS (Times Table Rock Stars) : £84.27 Insight: £121.36 TTRS (Touch Type Read Spell): £60.00 Cornerstones: £277.50 Language Angels: £78.42 PiXL: £740	EEF Reading Comprehension Strategies	1 3

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

Budgeted cost: £4725.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supported funding for residential and school trips, Dance Festival and Young Voices Funding: £1000	EEF Social and Emotional Learning Evidence review	2
Support wider learning opportunities: Music Lessons including RockSteady: £700 Swimming Lessons: £400 Curriculum Experiences: £1425 Breakfast and After School Club resources: £300	EEF Arts Participation EEF Physical Activity	2
Improve attendance through rewards on lowest attendance day - Friday Celebration Assembly £100 Termly Reading Prizes: £500	EEF Parental Engagement Evidence Review	4
Additional food for breakfasts, snacks. £300		2 4

Total budgeted cost: £44320.00

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 2025 to 2025 academic year.

Y5/6 children attended swimming lessons through funded spaces.

All PP children were able to attend residential visits and trips and extra-curricular clubs. This included Rand Farm residential, trips to Flag Fen and the National Space Centre. Children experienced cultural days for Diwali with The Indian Experience Company and for Chinese New Year.

All disadvantaged pupils receive a rich and broad curriculum, which was aspirational and challenging. This was provided through Cornerstones, RWI Phonics, Ready, Steady Comprehension, Language Angels.

All Disadvantaged children had access to high quality texts to expand their language skills. This included new books and magazines in the school library based on their interests.

Celebration assemblies recognised the achievements of all children with certificates, stickers etc. Termly book awards were given out to children for demonstrating progress, enthusiasm or excelling in reading; the chose from a range of high quality texts a book to keep.

Investment in professional development programs which focused on mastery-based approaches and systematic synthetic phonics have enhanced teacher effectiveness in delivering the curriculum. Read Write Inc. Phonics has shown positive impacts on literacy rates when teachers are well-trained.

Trained teaching assistants delivered structured interventions in literacy and numeracy. Regular and structured support from well-trained assistants reinforced teachers' inputs and provided necessary remedial support. This included Maths Box intervention and daily reading focus.

ELSA TA supported emotional wellbeing with targeted interventions for children, supporting the holistic development of all our children.

Investment in systematic assessment tools has enabled continuous and accurate tracking of pupil progress. Implementation of feedback mechanisms that are constructive and timely have helped to adjust the educational strategies to better suit learner needs.

English literacy programmes focusing on vocabulary building and language skills have boosted comprehension and writing skills eg. Ready, Steady Comprehension.

TTRS subscription enabled Y4 PP children to practice their multiplication skills both at school and at home giving them equal access as non-DisAd. NumBot subscription supported maths skills for KS1 pupils.

The use of technology platforms, eg Parent Mail and Tapestry, has facilitated better communication between school and parents. Parent Mail has enabled parents to provide attendance updates when they might not have credit to be able to call and Tapestry has provided regular updates to parents on what their child is learning in school as well as updates, support and insight into future learning. This transparency helps build trust and shows the school's commitment to their child's education.

44% of our PP children have SEND

64% of PP children made expected or better progress in Reading.
44% of PP children made expected or better progress in Writing.
64% of PP children made expected or better progress in Maths.

EYFS GLD – 16/17 ELGs achieved for 1 PP child
Y1 (2 children) Reading/Writing/Maths – 50% ARE
Y2 Phonics 100% pass
Y6 PP (5 children) – 20% ARE Reading, 40% Writing/Maths

PP Attendance
22-23 – 91.3%, 31% PA
23-24 – 93.66%, 36% PA
24-25 93.1% (13/7/25) , 20% PA
25-26 94.5%, 16.7% PA - significant improvement
Non PP
22-23 94.4%, 10.4% PA
23-24 – 95.12%, 16% PA
24-25 – 95% 10.3% PA
25-26 – 95.9% 9.1% PA