



St Helen Auckland Community Primary School

Pupil Premium Strategy 2021-2024

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 school's 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 annually 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 and 1:1 tutoring
- 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 (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	St Helen Auckland Community Primary School
Number of pupils in school	171 (26 nursery)
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs M Mackenzie
Pupil premium lead	Mrs N Treend
Governor lead	Mrs M Hockaday

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,840.00 (£1500 EYPP)
Recovery premium funding allocation this academic year	£17,623.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£129,463.00

Part A: Pupil premium strategy plan

At St Helen Auckland Community 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 all 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	Impact of school closure due to Covid 19 – lost learning
2	Low levels on entry of PP pupils, particularly in communication, literacy and language, reading and number.
3	Low levels of resilience and poor SEMH for some pupils (including those eligible for PP)
4	High numbers of PP pupils also have SEND including ASD, ADHD, Learning difficulties, mental health and attachment needs, impacting upon academic progress.
5	Safeguarding concerns. Unsettled family arrangements leading to social and emotional difficulties affecting learning.
6	Low attendance/ High persistent absentee rates for some PP children
7	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, reduce the gap between disadvantaged and others nationally in communication, language and literacy (currently 36% of PP pupils on track).At the end of Year 1, maintain and continue to reduce the gap between

	disadvantaged and others nationally in phonics (71% pass rate for 2021)
Raise overall attainment and progress in reading.	<ul style="list-style-type: none"> • At the end of Foundation stage, reduce the gap between disadvantaged and others nationally in reading (currently 36% of PP pupils on track). • At KS1, continue to reduce the gap between disadvantaged pupils and others in school and nationally in reading (currently 62% of PP pupils on track). • At KS2, narrow the gap between disadvantaged and others in school and nationally (currently 40% of PP pupils on track).
Raise overall attainment and progress in writing.	<ul style="list-style-type: none"> • At the end of Foundation stage, reduce the gap between disadvantages and others nationally in literacy (currently 36% of PP pupils on track). • At KS1, continue to reduce the gap between disadvantages pupils and others in school and nationally in writing (currently 62% of PP pupils on track). • At KS2, narrow the gap between disadvantaged and others in school and nationally (currently 20% of PP pupils on track).
Raise overall attainment and progress in maths.	<ul style="list-style-type: none"> • At the end of Foundation stage, reduce the gap between disadvantaged and others nationally in number (currently 36% of PP pupils on track). • At KS1, continue to reduce the gap between disadvantages pupils and others in school and nationally in writing (currently 62% of PP pupils on track). • At KS2, narrow the gap between disadvantaged and others in school and nationally (currently 60% of PP pupils on track).
Increase level of most able and higher achieving pupils across school	<ul style="list-style-type: none"> • Increase the percentage of disadvantages pupils who achieve greater depth in reading, writing and mathematics and RWM combined at the end of each key stage to more closely reflect national expectations. (currently 62% of PP pupils in Year 2 and 40% of PP pupils in Year 6 achieved RWM).
Increased emotional wellbeing, resilience, independence and positive behaviour of pupils post Covid 19	<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.

	<ul style="list-style-type: none"> • 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 meeting 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 (Attendance currently 94.9%) • Gap between disadvantaged and others does not widen • PA for all pupils will be in line with national, with the gap between disadvantaged and others to fall (PA for PP pupils 22% compared to 8% 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, PSA support and signposting.

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: £ 66,231.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>EYFS, Phonics and Early Reading</u></p> <p>Access in house, county and national 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 ELKLAN programme.</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>An independent evaluation shows that the Elkland Talking Matters programme does make a positive impact on the receptive and expressive language abilities of young children across a range of early years settings. The Talking Matters programme also makes a statistically significant impact on practitioners' knowledge of and confidence in supporting children's</p>	<p>1, 2</p>

<p>Implement Nuffield Early Language Intervention.</p> <p>Early Star reader access for all children.</p> <p>Retention of experiences and highly qualified teaching and support staff.</p>	<p>speech, language and communication. - J Clegg & C Rohde, University of Sheffield July 2017</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 effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language intervention.</p> <p>EEF research indicates communication and language approaches showed gains of 6 months. NELI showed an additional 10 months progress.</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 in house, county and national 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>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</p>	<p>1, 2</p>

<p>Moderation with neighbouring schools and LA.</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>TTRockstarz access for all children</p> <p>Retention of experiences and highly qualified teaching and support staff.</p>	<p>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 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: £ 32,366.00

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>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</p>	<p>3</p>

<p>Identified support staff for specific support/programmes</p> <p>Use of TALKABOUT programme to promote independence, self esteem and resilience.</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"> • Emotional Wellbeing • Counselling • Behaviour Support <p>Use of Learning Mentor to provide focussed support and interventions.</p>	<p>strategy, which have shown some positive results; e.g. social and emotional learning (SEL) programmes</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)</p> <p>BACP states that counselling helps with behaviour and learning and can stop mental health problems from developing further.</p> <p>Evidence suggests that offering more specialised programmes which are targeted at children with either behavioural issues or behaviour and academic problems, will have a positive impact on attainment especially for older children. (EEF)</p> <p>EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	
<p><u>Lost Learning</u></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>A HLTA will be tasked to provide tuition for 5 afternoons per week. (School Led Tutoring Grant to pay 75% of costs)</p> <p>Intervention programmes delivered</p>	<p>Small group and 1:1 interventions with highly qualified staff have shown to be effective (EEF Toolkit)</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in</p>	<p>1, 2</p>

by highly qualified teaching assistants. Implementation of 'catch up' groups and small group targeted work for identified children.	findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group. EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress.	
<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)	4

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

Budgeted cost: £ 32,366.00

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 PSA to provide support and advice to parents, liaise with other agencies and attend TAF meeting.	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 their children. The school's PSA can provide support for families, working towards more positive outcomes.	5, 7
<u>Attendance and Persistent absence</u> Subsidised breakfast clubs and after school clubs for disadvantaged pupils to encourage	Breakfast clubs can have a highly positive effect on attendance and punctuality. They can also have a positive impact on levels of engagement, concentration and	6

<p>attendance and punctuality</p> <p>PSA 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>behaviour for learning in children. This can improve academic outcomes (School Food Trust)</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>CEDAR states: "The proportion of persistent absentees decreased by almost a quarter in schools with a PSA." The PSAs' impact on improving parents' engagement with their children's learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.</p>	
<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>	7

Total budgeted cost: £130,963.00

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Teaching Strategies

Quality remote learning was provided for children during lockdown and for children who were self-isolating. Teacher provided daily learning in TEAMS which included a mix of video lessons, links to websites, PowerPoints, quizzes and weekly live class meetings. Technology was offered to families where needed.

All children had access to TEAMS but not all children were accessing it. We had to revert to paper copies of work going home linked to work-books. Teachers live lessons were effective for those online and videos sent out to children via Parentmail were well received and supported concepts in learning. Laptops for home learning were available but not requested very often.

Training and CPD was provided to develop the role of middle leaders in school. Training in loss and bereavement, understanding anxiety and IT was accessed in preparation for supporting children needs on return to school and to better support catch up.

Training has supported staff in creating their own subject leader action plans and develop their understanding of the role. Bereavement and anxiety training was helpful to staff when supporting children, families and colleagues. IT training was useful to support the teaching of the core curriculum.

Targeted Intervention

Quality tutoring and additional support was provided for children who were challenged in their learning due to the pandemic.

Children enjoyed the tutoring sessions delivered remotely through Sunderland University. Teaching assistant supported children who were working below what was expected of their individual progress. This will continue in 2021-2022 to ensure all children receive the right support and interventions.

Wider Strategies

Support was provided for children struggling to return to school. The school's learning mentor was made available to pick up daily referrals and support in a timely manner and follow these up with programmes of support. The PSA liaised with families early to get a bigger picture of the child's needs and offer referrals or sign-post for appropriate support. Referrals to outside agencies continued to be made, where appropriate, to support any SEN needs identified.

The learning mentor's role has been vital in being able to react quickly to support children at the point of need and identify when further specialist support is required. Our PSA's role has been pivotal in communicating between home and school and liaising with specialists for families when needed. Although referrals to other agencies were made, delays due to COVID have resulted in longer delays in children receiving further support and assessment.

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

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 pupils through parent participation events and PSA support and signposting.• 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?	All service children were well supported. The PSA maintained regular contact with families to ensure positive home/school liaison. Pupils spent time with the school's learning mentor as needed to support social and emotional needs. Class teachers teaching assistants provided differentiated activities to support the learning of pupils and provided extra 'catch up' sessions where these were needed.

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 2021 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		