

# Pupil premium strategy statement 2021-2024

This statement details John Hellins Primary School's use of pupil premium (and recovery premium for the 2022 to 2023 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 2022/23 and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	John Hellins Primary
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	9% (19/208)
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/Updated	Dec 2023
Date on which it will be reviewed	July 2024 (the aims cover 3 years but we have focused on a funding overview for one year)
Statement authorised by	Jodie Matthews
Pupil premium lead	Gill Wilcox
Governor / Trustee lead	Alan Davies

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23886
Recovery premium funding allocation this academic year	£2320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£26206

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

At John Hellins Primary, we embrace high aspirations and ambitions for **all** our children and our intention is that learners across the school, irrespective of their background, will be given the opportunities to maximise their progress. We aim for all our pupils to achieve or exceed the expected attainment, across all subject areas for their age group. The focus of our pupil premium is to support the disadvantaged children to achieve this goal.

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF is used to support our decisions around the use of different strategies. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Overcoming barriers to learning is central to our Pupil Premium use. We identify challenges that need to be addressed and prepare and adjust provision as required. Central to the success of the pupil premium strategy, is the high focus presented to quality first teaching where staff undertake responsibility for the ongoing progress of the vulnerable children in their class. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. High quality teaching is essential for all. In addition to this, we deliver targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being, parental support and communication skills. Whilst recognising common challenges faced by our disadvantaged pupils, we also analyse and respond to the individual needs of our vulnerable children. The 'success for all' culture embedded at John Hellins, drives the whole school approach.

Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our key intentions are summarised as follows:

- remove the attainment gap between non disadvantaged and disadvantaged children
- act early to intervene at the point need is identified
- support our children's health and wellbeing to enable them to access learning at all times
- ensure disadvantaged pupils are challenged in the work that they're set

## Challenges

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

Challenge number	Detail of challenge
1 The vocabulary gap	<p>Research explains that in some cases, children who come from disadvantaged backgrounds are not exposed to the same volume of vocabulary that their peers will engage with at home. This vocabulary gap will impact on reading, writing as well as mathematics reasoning and problem solving.</p> <p>Assessments, observations and discussions with children tell us that this is the case for some of our disadvantaged and vulnerable children in Reception up to year 6.</p>
2 Increases challenges with SEMH	<p>Research concludes that</p> <p>In our school there has been a rise in children demonstrating difficulties with SEMH and an increased number of children with complex difficulties. Following observations and discussions with pupils, staff, families and outside agencies, we have identified social and emotional issues for many pupils, notably due to anxieties, SEND, difficulties with social communication, learning resilience and attachment/trauma based difficulties. These challenges affect disadvantaged pupils in many ways including their attainment, emotional regulation and responses to given situations and circumstances and readiness to learn.</p>
3 Attainment gap	<p>Research explains</p> <p>Assessment demonstrates that children in receipt of pupil premium funding, progress well in almost all year groups and in 2023 all children in KS2 made exceptional progress. This needs to continue for</p>

	all children across the school. The reception baseline regularly demonstrates a gap on entry to school in early language and phonics skills and this must be addressed as soon as the children start school.
4 Limited experiences	<p>Observations and discussions with children inform us that some disadvantaged pupils have limited experiences beyond their home life and immediate community. This impacts how they access some learning and social situations.</p> <p>In some cases, support and engagement from home, access to resources and satisfactory home environment are all contributing to limited experience in the home as well as out in the community. Some children have limited access to reading books, uniform, and food.</p> <p>Challenges at home alter family priorities. Often food, clothing and behaviour are the focus for some disadvantaged families. This can lead to limited opportunities to talk about learning and recall school learning experiences.</p>
5 Absence	<p>A common challenge is low attendance and persistent absenteeism of some disadvantaged children. This is a familiar picture in our school setting. Whilst this has improved significantly over the year, we are still determined to ensure this improvement is maintained.</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils is now only 1% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism can negatively impact progress. We intend to continue to put support in place to help a small number of disadvantaged pupils' to improve attendance.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Observations will indicate significantly improved oral language among disadvantaged pupils. All pupils will be exposed to carefully planned Tier 1, Tier 2 and Tier 3 vocabulary throughout all areas of the curriculum. Targeted pupils receive additional, high quality speech and language support and intervention. Parents are engaged in the development of their child's speech and language.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in</p>

	<p>lessons, book scrutiny and ongoing formative assessment.</p> <p>The English lead will develop Oracy across the school so teachers can follow the Voice 21 guidance for year group expectations. Children will have access to high quality oracy teaching.</p>
Maintain and improve mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Support groups and 1-1 therapy will demonstrate raised self-esteem, confidence and emotional communication skills as observed in discussion with the children.</p> <p>Sustained high levels of wellbeing will be noted from 2024. This will be demonstrated by children's progress following individualised wellbeing support. Other evidence bases will include qualitative data from student voice, staff and parent surveys and teacher observations. There will also be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
Maintain high attainment in the phonics screening check for all children.	PSC scores will continue to show that there is no gap between the attainment of disadvantaged children and their peers.
Maintain age related expectations or higher in the KS2 SATs for all children in receipt of the PP funding	KS2 SATs will continue to show that there is no gap between the attainment of disadvantaged children and their peers.
All pupils to be exposed to a breadth of experiences that enable them to contextualise their learning.	<p>Children will have a wide range of visits, visitors, hook events and experiences to inspire and enhance learning. These visits will contribute to the enrichment of social, cultural and sporting experiences within and outside of the school day.</p> <p>Each class will experience 3 trips annually.</p> <p>Full participation in discussion is observed following these activities.</p>
Maintain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by the overall absence rate for all pupils being no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being stable at 1%.

## 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: **£4704**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Research oracy using the Voice 21 charity. Provide the English lead with time to learn about the teacher benchmarks for talk. English Lead will then provide CPD to the staff regarding quality talk in lessons.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   EEF</a></p>	1 3
<p>English lead and EYFS teachers to work with the English hub to improve early language and oracy across the school.</p> <p>Together they will set an action plan specifically for early language.</p>	<p>“Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problemsolving are developed, as well as knowledge.”</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Extensive CPD for all staff in school – to create highly effective practitioners in all classrooms.</p> <p>Allocate time for the Pupil Premium lead to monitor teaching and lesson delivery in order to coach teachers and teaching assistants.</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all”</p> <p>This academic year will focus on explicit instruction and spaced practice.</p> <p><a href="#">EEF tiered approach- pg 5</a></p>	1 3

	<a href="https://-EEF high-quality-teaching">https://-EEF high-quality-teaching</a>	
Pupil premium lead will plan timetabled feedback sessions with pupils so they may share learning and have time to articulate progress.	There is extensive evidence to suggest that individualised feedback can have a significant impact on the progress of children's learning. Especially if the feedback provides specific information on how to improve. <a href="https://EEFfeedback">https://EEFfeedback</a>	1 3
Improve the quality of social and emotional (SEL) learning. Weekly lessons focusing on social and emotional development through the use of the Jigsaw programme.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning</a>	2

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

Budgeted cost: £8960.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions will be targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub and will begin as soon as children are assessed as falling behind the pace of the scheme.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 3
Implementation of specific language development support for children who are showing signs of language delay. This is carried out by our	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1 3

experienced SEND TA support.	<a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils who are not yet meeting age related expectations. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 3 5
Reading will be prioritized as a skill to influence all learning. Pupil premium will provide disadvantaged children with additional individual reads with the school's skilled and experience reading champion.	"Engagement in reading, framed by a desire to read for pleasure can mediate socio-economic status and may help address endemic inequalities." OECD 2021  There is extensive research explaining links between an enjoyment of reading and success in all areas of learning. <a href="#">Reading for pleasure: Recent research insights - Open Research Online</a>	

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

Budgeted cost: **£16094**

Activity	Evidence that supports this approach	Challenge number(s) addressed
An effective and skilled TA has been allocated to support disadvantaged pupil's wellbeing needs. This involves 16 hours of emotional and social tuition a week. Pupil Premium lead to compile	Children settle into school life when they are feeling safe, listened to and confident. Mindset and emotional strength can impact on readiness to learn. Well considered individual or small group support can develop such a mindset.	2 3



individualised plans to support this intervention.	<a href="https://EEFone-to-one-tuition">https://EEFone-to-one-tuition</a>  <a href="https://EEFmetacognition-and-self-regulation">https://EEFmetacognition-and-self-regulation</a>  <a href="https://EEFbehaviour-interventions">https://EEFbehaviour-interventions</a>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Pupil Premium lead to work with parents to improve the attendance of our vulnerable children.</p> <p>This will involve a face to face meeting 3 times a year with parents to discuss all elements of school life.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Subsidised visits/ visitors, experiences and extra curricular activities for PP children.	Carefully chosen first hand experiences can promote vocabulary rich opportunities for children. Visitors to school can enhance a project and extend subject knowledge. Sporting opportunities are not only beneficial for physical development but also social interaction and personal development.	4

**Total budgeted cost: £ Total £**

## 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.

Our assessments during 2022/23 evidenced that the progress of our pupil premium children matched that of their peers in the Year 1 PSC, with 100% of our disadvantaged children passing the screening. 100% of children reached the expected standard in KS1 reading writing and maths. In our KS2 SATs assessments, disadvantaged children made accelerated progress from their KS1 data and matched age related expectations in reading, writing and maths. During this year, there has been no gap between the attainment of disadvantaged children and that of their peers when analysing standardised assessments. This has been a direct result of the quality first teaching, the specific interventions provided and the continually growing relationships with the community. The wellbeing support is pivotal in ensuring all children are ready to learn.

The overall attendance was 95% in 2022/23, this was above national average. For our disadvantaged children the attendance was 93%. This includes a child with life limiting medical needs who has lengthy absences due to his condition. Removing his absence the data is 94%. This gap is narrower than in previous years and we will continue to monitor attendance so we can sustain this changes.

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	