



Pupil premium strategy statement 2025/26

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.

To develop this Pupil Premium Strategy statement, we have used the model, and case studies, provided by the Education Endowment Foundation. This has resulted in a clear plan that will impact positively on the lives of all pupils in school.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

School overview

Detail	Data
School Name	St Helen's CE Primary School
Number of pupils on roll	179
Proportion (%) of pupil premium eligible pupils	21.79% (39)
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026.
Statement authorised by	Amanda Kember
Pupil premium lead	Natasha Scanlon
Governor lead	Jade Marco

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,890
Pupil premium funding carried forward from previous years	
Total budget for this academic year	£54,890



Part A: Pupil premium strategy plan

Statement of intent

The intent of the Pupil Premium Strategy Plan at St Helen's Church of England Primary School is based on fundamental principle that all pupils will feel valued and loved whatever their background, gifts, skills and abilities in a compassionate learning environment. Following the example in Matthew 22:34-40 we ensure all members of our community are loved able to flourish and able to make a positive contribution to society. This is applicable for all pupils, including those that are disadvantaged. Our aspirations for children eligible for Pupil Premium are the same as all children and this plan focusses on the following key principles.

Principles

- To provide a stimulating and engaging curriculum, which inspires and motivates and meets the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- To raise the attainment and progress of disadvantaged pupils in reading, writing and mathematics.
- To provide high quality CPD for all staff, ensuring that all staff
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources meaning that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- To raise attendance for our disadvantaged pupils to ensure greater outcomes are achieved.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF (Education Endowment Foundation). Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.



Achieving These Objectives

The range of provisions St Helen's considers making for this group include:

- Additional teaching and learning opportunities provided through TAs and /or external agencies.
- Hearing all pupil premium read on a daily basis.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to Age Related Expectation.
- To provide children with the opportunity to learn a musical instrument and to sing in a choir at the O2 and other venues.
- Transition from Primary to Secondary and transition internally and into EYFS.
- Support with the funding of educational visits ensuring children have first-hand experiences to use in their learning in the classroom
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote values, therefore enhancing learning.
- Funding of play therapists and counsellors to support children regulate their emotions.
- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in phonics
2	English attainment through focussing on reading and GpaS outcomes
3	Attainment in Mathematics through focussing on reasoning/application
4	Opportunities for more able pupils
5	More frequent behaviour difficulties
6	Attendance and punctuality
7	Low family income limits enrichment activities and limits the ability to provide appropriate uniform, kit and equipment for school
8	Mental Health and Well-being

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 Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC.



Other	Ensure attendance of disadvantaged pupils is above 95%
-------	--

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to raise the attainment of reading across the school, ensuring enjoyment for reading	The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress	2
To ensure high quality phonics teaching. Additional phonics training for all staff and support for children (£7,000)	According to EEF, Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. All staff have been trained in the teaching of phonics and we use the ELS scheme with all the resources that are required. 87.5% of pupils passed the phonics screening with the National average being 80%. 33.3% (2) of our Pupil Premium children in Year 1 will need to retake the phonics screening in Year 2.	1
Daily readers targeted (£3,000)	Reading – At the end of KS2 85% met age related expectations or higher. Our disadvantaged pupils – 100% reached age related expectations compared to 80% of non-disadvantaged pupils. This is an increase of 28.6% Reading well is the key to all learning within a school.	2
Reading for pleasure (£2,500)	An internal review of our reading scheme means we beginning to meet the needs of all our readers especially those in upper KS2 with engaging age-appropriate texts. An investment of new books needs to be undertaken to support the EEF research.	2
	Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	2



Research based CPD Training for all staff (£5,000)	High quality staff CPD is essential to follow EEF principles. The EEF states 'Supporting high quality teaching is pivotal in improving children's outcomes.' External CPD is cascaded through staff meetings and inset, it is always linked to the school development plan. To support high quality teaching and learning we will be using the Tom Sheridan Walkthrus and specialist SEND support from outreach providers. All staff to lead effectively are released once per term.	1,2,3,4,5,8
To ensure that reasoning is consistently taught across the school enabling learners to be confident when solving problems and applying their knowledge. (£3,000)	The EEF states – those who received mathematical reasoning made an average of one additional month's progress. Key Stage 2 Maths – 50% of Pupil Premium pupils reached exp + compared to 90.5% of non-Pupil Premium pupils. This decreased by 15.7% on the previous academic year, however 40% of the Pupil Premium pupils who did not reach exp+ were also SEN .	3

Targeted academic support

Budgeted Cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve GPaS outcomes to support writing	The EEF states -Teaching primary school pupils to write and spell quickly as well as accurately is the basis for good writing, according to a new seven-step plan to help boost reading and writing skills for seven to 11 year olds.	2
Targeted TA support in class and for focused interventions (£16,000) To upskill support staff with appropriate approaches and pedagogy to teaching interventions. impact pupil outcomes. (£3,000)	Research has been used to shape the model for targeted TA support and interventions to bring about maximum impact on pupil outcomes. Increasing targeted interventions can accelerate progress between 2-4 months in a year according to the EEF. EEF indicates that successful teaching assistant interventions can lead to additional progress of 4 months in a year.	1,2,3,4,8



<p>To provide high quality CPD for all teachers including ECT's ensuring outstanding teaching for all pupils. (£3,000)</p>	<p>High quality CPD is essential to follow EEF principles. External CPD is cascaded through staff meetings and inset, it is always linked to the School Development Plan.</p> <p>ECTs meet with their mentor each week and work through their bespoke programme aimed at improving the teaching and learning for all pupils.</p> <p>The Sutton Trust research shows the difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most students. Those from disadvantaged backgrounds are particularly affected: they stand to benefit even more than their classmates from effective teaching, but are similarly more sensitive to poor teaching. This underscores the need to raise the quality of teaching.</p>	<p>1,2,3,4,5,6,8</p>
<p>To provide opportunities to develop more able pupils academically. (£2,000)</p>	<p>Academically able pupils from disadvantaged backgrounds are most at risk of under-performing (Sutton Trust, 2018).</p>	<p>4</p>

Wider strategies

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance of disadvantaged pupils (£3,000)</p>	<p>Attendance and punctuality issues. Attendance figures for 24/25 were 91.23% for Pupil Premium compared to 87.18% for Pupil Premium in 23/24, however this is still lower than non-Pupil Premium children's attendance for 24/25 which was 95.44%.</p> <p>Lateness was 4.14% compared to 1.28% of non-Pupil Premium pupils. PP pupils have more authorised (5.86%) and unauthorised (2.91%) attendance than non-Pupil Premium Pupils which is authorised (3.5%) and unauthorised (1.06%).</p> <p>Attendance of 90% or below provides less than 50% chance of achieving national expectations.</p>	<p>6</p>
<p>Breakfast club provision (£1,500)</p>	<p>Research shows hungry children do not perform as well.</p>	<p>7,8</p>



<p>Enrichment activities/ Residential (£1,000)</p>	<p>For Year 6 pupils this can sometimes be the only time away from home during their time at St Helen's on a school residential. It is essential for their own wellbeing that they experience different settings and life experiences.</p>	<p>7,8</p>
<p>Music instrument lessons (£2,000)</p>	<p>Every child has the right to learn to play an instrument. Learning to play a musical instrument can help the brain develop. There is growing evidence that suggests that brains of musicians are functionally and structurally different to those that don't play an instrument. Motor skills, hearing and memory are described as more active in those people that play an instrument over those people that don't. 'Music Lab'</p>	<p>7,8</p>
<p>Implement programme of well-being support using ELSA trained staff member. (£4,000)</p>	<p>Social and emotional interventions can lead to accelerated progress of 3 months in an academic year.</p>	<p>6,8</p>
<p>Provide additional member of staff for drawing and talking therapy. (£2,000)</p>	<p>An increase of referrals made to the well-being nurse in the last academic year. Increase of children needing drawing and talking therapy.</p>	<p>6,8</p>
<p>Provide point of contact for parents who have concerns over child's well-being. (£1,000)</p>	<p>Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. (EEF Improving social and emotional learning in primary schools)</p>	<p>6,8</p>
<p>To provide support for children in regulating their behaviour (£1,000)</p>	<p>A greater frequency of behaviour incidents that involve Pupil Premium children. The EEF states - Targeted behaviour interventions and consistent approaches have a positive overall impact of 4 months. Provide stimulating activities to engage all pupils during unstructured times and therefore lessen disruptive behaviour that will have an impact on the pupils' afternoon learning.</p>	<p>5</p>
<p>Uniform supplies (£600)</p>	<p>Disadvantaged pupils are more likely to have the incorrect uniform, including PE kit and it is important for their wellbeing and self esteem that they feel like their peers.</p>	<p>7</p>



Externally provided programmes

Programme	Provider
Times tables Rockstars	TT Rockstars
Spelling shed, Literacy shed +, maths shed	Ed Shed
Spag.com	Spag.com