



## Pupil premium strategy statement - Longhorsley St Helen's CE Aided First School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	6.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Brannen
Pupil premium lead	Mrs Campbell
Governor / Trustee lead	Mrs Storey

### **Funding overview**

Detail	Amount
Pupil premium funding allocation this academic year	£ 7590.00 + 2910
Recovery premium funding allocation this academic year	£ 2000.00
School Led Tutoring Payment	£ 428.00
Pupil premium (and recovery premium*) funding carried forward from previous years	£0.00
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 10,928

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. When faced with a context where we have a very small minority of children in receipt of pupil premium, we ensure that we include all children in our approach, whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Our strategy is also integral to wider school plans to incorporate social, emotional and mental health needs of our children, whose education has been worst affected by the changes of schooling within the pandemic and this includes the non-disadvantaged pupils. We have a 3 part curriculum looking at the whole child development of three strands: Early Years Framework/National Curriculum, Commando Joe's Respect Curriculum and Our Christian Core Values. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, including non disadvantaged children too

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate areas of underdeveloped skills particularly with spelling, punctuation and grammar among some pupils. These are evident from Reception through to KS2 and at times, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, spelling, punctuation and grammar and inference and deduction within their reading than their peers. This negatively impacts their development as readers and writers.
3	Our assessments, observations and discussions with parents, indicate that the wellbeing of some of our disadvantaged pupils have been impacted during the pandemic. These findings are supported by national studies. This has resulted in teacher referrals for pupils to gain/discuss support for the children with social and emotional needs and identify support packages that can be tailored in school

## 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 spelling, punctuation and grammar among our disadvantaged pupils	Assessments and observations indicate significantly improved use of spelling, punctuation and grammar among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and summative results - see box below.  To purchase a spelling scheme which follows on from RWI.
Improved reading attainment among disadvantaged pupils	Y2 Phonics re-check and KS1 and lower KS2 reading outcomes will show that all pupils met the expected standard or made progress. To continue to embed Read, Write, Inc Programme and offer training to parents and new staff, as an ongoing rolling programme to support this delivery and maximise its effects on learners.  School to deliver parent literacy workshop  Reading lead to continue to share lesson demonstrations as part of ongoing CPD for staff and ensure sufficient resources for the children

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils e.g. individual music lessons, participation in Active Northumberland Festivals, participation in after school clubs from external providers, additional taster days at feeder schools and residential visits for children in Year 4.</li> </ul>
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## 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: **£3720**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to receive top up Read, Write, inc training via the Ruth Miskin Portal - September - April 2023 (<b>£1500</b> share of cost across the Federation) and a one to one tutoring RWInc manual and resources <b>£870</b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Assistant Headteacher to complete the DSMHL training to complete action plan and review of current position and targets for the academic year (<b>£570 - 3 days supply</b>)</p>	<p>Children's attainment is likely to be affected if they have Social, emotional and mental health needs. The action plan identifies the main priorities of our school for the next academic year</p> <p><a href="#">Social and emotional learning   EEF</a></p>	<p>3</p>
<p>All staff to receive CPD from NCC HINT - Training on sensory circuits, the importance of visuals and the use of widgit. <b>£280 - TA</b></p>	<p><a href="#">Widgit Success Stories   Examples of Widgit Symbols in Action</a></p> <p>Supporting children's literacy and understanding as well as their SEMH needs</p>	<p>1, 2 and 3</p>

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

Budgeted cost: **£2620**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase spelling programme to follow on from RWI ( <b>£300</b> for online training plus <b>£1500</b> for spelling resources)	KS1 EEF - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> KS2 EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1
Group early morning session 8.30 -9.00 to support SEMH needs ( <b>£820</b> )	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se1</a> Children have access to The Zones of Regulation, also explained to parents and used in class as part of the day to day routine.	3

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

Budgeted cost: **£4063.90**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive based assessments completed by SENDCo and plans made for Pupil Premium children, including additional support by a Teaching assistant - 1:1 interventions and 1:3/1:4 social and emotional based activities as identified by the tools on Thrive <b>£760</b>	<a href="#">Impact and Evidence   The Thrive Approach</a>	3
Play Therapist - weekly sessions for 3 half terms per ( <b>21 weeks @ £1260</b> )	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3

<p>Lego Therapy lunchtime group, run by a TA 2 x 30 minute sessions per week</p> <p><b>£760</b></p>	<p><a href="https://www.childrenswellnesscentre.co.uk/10-incredible-benefits-of-playing-with-lego-2/">https://www.childrenswellnesscentre.co.uk/10-incredible-benefits-of-playing-with-lego-2/</a></p> <p>Pupil voice - children spoke positively about this club, it helped them be directed and to be the directors and it benefitted children by them creating more positive relationships with their peers</p>	<p>3</p>
<p>Purchase standing desks for children who are needing many sensory breaks/circuits (<b>2 @ £180</b>)</p>	<p><a href="https://iwantastandingdesk.com/products/eiger-student">https://iwantastandingdesk.com/products/eiger-student</a></p>	<p>3</p>
<p>Resources purchased to run additional interventions based on SEMH:</p> <p>Language for thinking</p> <p>Language for behaviour and emotions</p> <p>Plus intervention sessions each week <b>£760</b></p>	<p>The NCC HINT teams have directed us to these programmes and have had some 1:1 sessions to talk a TA in how to use these resources well with our pupils</p> <p><b>£81.95 x 2</b></p>	<p>3</p>

**TOTAL COST: £10,403.90**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- Thrive approach adopted and group plans
- Holding Hearts (SEMH)
- Year 1 phonic support and 100% pass rate
- Access to Read, Write, Inc - in streamed groups
- Children much more emotionally regulated and know strategies to help and support their learning

### Externally provided programmes

Programme	Provider
Play therapy	Holding Hearts

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.