

Helsby Hillside Primary School

Pupil Premium Strategy Statement

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.

This strategy has been informed by the [EEF Guide to the Pupil Premium](#).

School overview (2023-2024)

Detail	Data
School name	Helsby Hillside Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	10% (20)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Update 1/10/23
Date on which it will be reviewed	November 24
Statement authorised by	Adam Khan (Head)
Pupil premium lead	Sarita Jagota
Governor / Trustee lead	Helen Taylor

Funding overview (2023-2024)

Detail	Amount
Pupil premium funding allocation this academic year	£32,010
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£32,010

Part A: Pupil premium strategy plan

Statement of intent

At Helsby Hillside Primary School, we believe that all children need to be given the opportunities to reach their potential and achieve well regardless of their background, individual circumstances or challenges they face. Our school's guiding values are 'With kindness, respect and gratitude, together we aim high in all we do'.

We support and encourage all children to achieve, personally and academically, across all areas of school life and wider experiences. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve these goals. We recognise that to achieve these, we will need to help our pupil premium children overcome a number of barriers that we have identified, from improved academic achievement to emotional wellbeing and good mental and physical health.

Challenges

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

Challenge number	Detail of challenge
1 Attainment of pupils	Although baseline assessment shows that the majority of pupils join Hillside with skills, knowledge and understanding at the national averages in key areas of English and Maths, there is a significant minority starting well below this standard and require extra support, particularly with speech and language. We strive to narrow the gap and support pupils' needs to access the curriculum and make the relevant progress.
2 Emotional Wellbeing	The emotional wellbeing of the whole school community is a key priority. Social and emotional issues affect a large proportion of our children who qualify for pupil premium and this has an impact upon their progress. When pupils are presenting as having vulnerabilities in learning or present with emotional difficulties, experiences of trauma or personal stress, they need targeted teaching time, nurturing and often the support of an appropriate adult. We have an increasing number of children and their families who are currently benefiting from sustained support from the FAVSP school family support worker (Sue Leigh).
3 Attendance	Although not a significant concern, attendance and punctuality for disadvantaged pupils was slightly lower than their non-pupil premium peers.
4 Extra-curricular opportunities	Limited life experiences and opportunities to join in enrichment opportunities outside the academic curriculum are evident for the vulnerable pupils. Our PP children frequently have reduced opportunity to access extra-curricular provision including trips, residentials and extra-curricular activities.

Intended outcomes

Intended outcome	Success criteria
<p>1 Attainment of pupils</p> <p>All pupils with the capacity to achieve/exceed ARE are statistically closer to achieving this year on year, having the basic skills to access the full curriculum.</p>	<p>All pp pupils achieve at/above the level of non-pp peers, who share other key characteristics e.g. PP SEND pupils in line with Non-PP SEND pupils. (Analysis of data, particularly end of KS data shows the majority of PP achieve EXS.</p> <p>Teachers have planned to meet the needs of PP children.</p> <p>CPD has supported the quality of teaching.</p>
<p>2a Emotional Wellbeing</p> <p>To identify and provide wellbeing support for pp pupils (and families) on a needs basis. Children are able to achieve/maintain positive relationships and good mental and physical health.</p>	<p>The school engages with the families facing challenges and provides effective support that helps to improve their overall mental wellbeing and enhances each pupils ability to fulfil their potential. (Family support worker- Sue Leigh)</p> <p>Additional meetings with parents arranged by teaching staff and attended by parents.</p>
<p>2b Emotional Wellbeing</p> <p>Vulnerable pupils to receive appropriate support in school for either support with learning and reaching IEP targets or support for specific emotional and/or mental health difficulties.</p>	<p>IEP targeted work with TA's to boost progress and support.</p> <p>ELSAs working to support vulnerable pupils with positive outcomes.</p>
<p>4 Improve attendance of disadvantaged pupils.</p>	<p>The percentage attendance of disadvantaged pupils closely matches or exceeds non-PP children in 2023-2024.</p>
<p>5 Improved access to extracurricular school clubs for PP children to develop their self-esteem, individual skills and provide enrichment opportunities.</p>	<p>100% of disadvantaged children to attend at least one extra-curricular club weekly by end 2023-2024.</p> <p>School trips/ visits subsidised when needed to allow PP to engage in enrichment opportunities.</p>

Activity in this academic year

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

Budgeted cost: £ 32,010

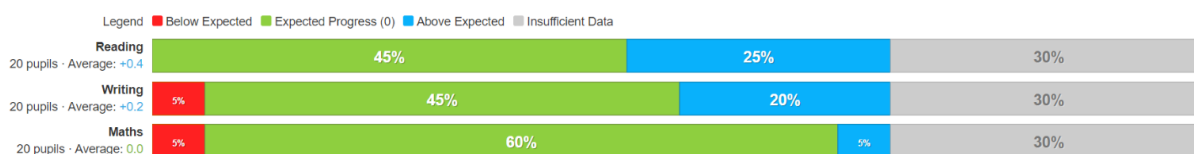
Activity	Evidence that supports this approach	Challenge number(s) addressed	£ Cost
Each pupil in receipt of PPG will receive targeted individual support	<p>Previous experience of PPG time, ELSA support and learning mentor demonstrated the positive impact of these programmes. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>Whole school CPD- focus on teaching and learning</p>	1, 2	<p>£27,710</p> <p>ELSA/ TA staffing/CPD</p>
Residential trips/ workshops/school trips/ Extra curricular activities	Supporting children in accessing extra curricular clubs/ trips/ residential/ visits/ workshops increases inclusion, cultural capital and raises self-esteem.	1, 5	£1000
Wellbeing Support	<p>Our ELSA TA's and Family support worker supports children and families throughout the school, including a significant number of those eligible for pupil premium. Support for parents and families through the wellbeing service is evidenced.</p> <p>Half termly well being days in every class.</p>	1, 2a, 2b, 4	<p>£2,800</p> <p>£500</p>
			£32,010

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1: Attainment of pupils

We have analysed the performance of our school's disadvantaged pupils during the academic year 2022-2023, using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Across the school, 65% of Pupil Premium reached at least the expected standards in writing and maths and 70% reached at least the expected standard in reading. The phonics screen in Year 1 identified that 66% (2/3) pupils identified as Pupil Premium reached the expected score and of those that re-took the phonics test in year 2, 100% achieved the standard.



Outcome 2a: Emotional Well-being

All PP pupils received 1:1 time each week with a TA for their mental well-being and reading support.

Family support worker supported the vulnerable families/ pupils where needed. Additional meetings were held with PP families at the start of the school year and followed up at each parents evening.

Outcome 2b: Emotional Well-being

34% of PP pupils received ELSA support (with LH/GG) where needed with positive outcomes on emotional and mental well-being.

Outcome 4: Improve attendance

71% of PP pupils attendance reached 90% or more. This is an improvement on the previous year although only 42% were at or above the school average of 95%.

Outcome 5: Inclusion of extra curricular activities

At least 1 extra curricular club attended either after school or within the school day (e.g. sports, singing or homework club etc) for the majority (87%) of PP pupils.

£949 spent on subsidising school visits and trips, enhancing learning and the curriculum for PP pupils.

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Externally provided programmes

Programme	Provider