

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 (2024-2025)

Detail	Data
School name	Helsby Hillside Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	9% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	1/11/24
Date on which it will be reviewed	1/11/27 (with additional light touch annual reviews)
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	£26,640
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	£26,640

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 through high quality teaching 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	Most children eligible for PP make expected progress in reading and maths across the school however closing the gap in ARE is still an area that needs development. Although at least 67% of PP make expected progress in writing, writing remains a priority across school (included in SDP).
2 Curriculum subjects	The changes to foundation subject curriculum coverage to ensure a carefully sequenced curriculum that builds on skills and knowledge.
3 Emotional Wellbeing	The emotional wellbeing of the whole school community is a key priority. Social and emotional issues are affecting a larger proportion of our children including those 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 who are in need of ELSA/ support from the learning mentor.
4 Attendance	Pupils may experience a higher number of absences (and lateness) from school due to a number of factors including social, emotional and mental health needs/ difficulties.
5 Extra-curricular opportunities	If pupils have not built upon knowledge through limited life experiences and opportunities, they may struggle to identify with and understand some abstract concepts in learning. Limited opportunities to join in with enrichment activities 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>Attainment of pupils</p> <p>Reading, writing and maths attainment for PP at the end of KS2 to be in line with those non PP.</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 and learning.</p> <p>TA targeted support with maths, reading and writing.</p>
<p>Emotional Wellbeing</p> <p>Vulnerable/ PP/ SEND 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>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. The ELSA interventions to continue and support vulnerable pupils. IEP targeted work with TA's to boost progress and support.</p> <p>ELSAs working to support vulnerable pupils with positive outcomes.</p> <p>Learning mentor support work with vulnerable pupils.</p>
<p>Improve attendance and lateness of disadvantaged pupils.</p>	<p>The percentage attendance (and lates) of disadvantaged pupils closely matches or exceeds non-PP children in 2024-2025.</p>
<p>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 2024-2025.</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.

Teaching (for example CPD, recruitment & retention)

Budgeted cost: £ 2750

Activity	Evidence that supports this approach	Challenge number(s) addressed	£ Cost
<p>English Hub training (Writing support, phonics & spelling) – release for staff training</p>	<p>DfE endorsed English Hub promotes the relationship between reading and writing. It also recommends developing pupils’ language capabilities and teaching writing composition strategies through modelling and supported practice. Although this research is based on KS2- much of it can also be applied to KS1 (with links to phonics and reading).</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2</p>	1, 2	£300
<p>Ensure thorough and relevant opportunities for subject leads and time to evaluate and develop their curriculum area.</p>	<p>‘Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	1,2	£2000
<p>All teaching will incorporate Rosenshine’s principles of instruction in order to ensure full engagement and consistency in lessons for all pupils. SLT will use WalkThrus (based on Rosenshine’s principles of instruction) and associated training materials to prepare high quality training for staff. Staff will take part in PDM’s and gap tasks in order to enhance teaching and learning across all subjects.</p>	<p>This EEF blog references the benefits of incorporating Rosenshines Principles in order to enhance learning (while home learning is referenced, the findings are not specific to home learning).</p> <p>WalkThrus is a research based application of the Rosenshine principles in action which takes into account cognitive load theory and draws on evidence from key research.</p>	1,2	£450

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

Budgeted cost: £ 17,150

Activity	Evidence that supports this approach	Challenge number(s) addressed	£ Cost
Address gaps in learning and supporting through a range of online resources (IDL, TTRockstars, WRM infinity)	Digital Technology evidence of impact shows +4 months based on a 4/5 for evidence strength according to EEF teaching and learning toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3	IDL Maths £399 IDL Eng £199 TTRockstar £202 WRM Infinity £350
High level of TA support and interventions with maths and reading outside of the lessons	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions#:~:text=Research%20which%20focuses%20on%20teaching,have%20been%20trained%20to%20deliver.	1, 2, 3	£4000
High level of trained support staff to enable targeted quality teaching for children during maths and English lessons. TAs supporting including in wider curriculum lessons	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3	£12,000

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 6000

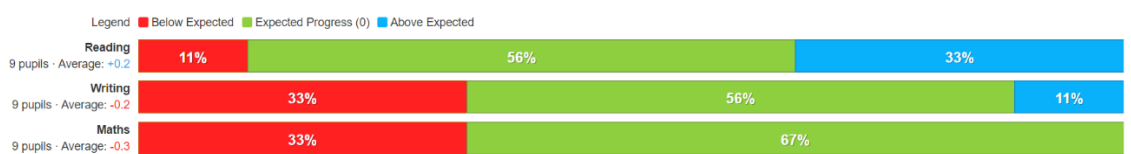
Activity	Evidence that supports this approach	Challenge number(s) addressed	£ Cost
<p>Ensure that emotional/ developmental barriers to learning are identified and supported to best support development and progress with the Learning Mentor including ELSA.</p>	<p>The DFE 2018 publication ‘Mental Health and Behaviour in Schools’ identifies that: ‘Early intervention to identify issues and provide effective support is crucial. The school role in supporting and promoting mental health and wellbeing can be summarised as prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.</p>	<p>3, 4</p>	<p>£3000</p>
<p>Learning Mentor to be available at the start and end of each school day to support reluctant/ late pupils and parental involvement of vulnerable pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3, 4</p>	<p>£2000</p>
<p>At least partly subsidised opportunities for those identified as pupil premium to access wider learning opportunities and enrichment of curriculum through visitors to school, trips, residential and visits.</p>	<p>Supporting children in accessing extra curricular clubs/ trips/ residential/ visits/ workshops increases inclusion, cultural capital and raises self-esteem.</p>	<p>3, 5</p>	<p>£1000</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome : Attainment of pupils

We have analysed the performance of our school's disadvantaged pupils during the academic year 2023-2024, using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Across the school, 67% of Pupil Premium making at least the expected progress in reading, writing and maths and 67% reached at least the expected standard in reading.



Outcome: Emotional Well-being

A successful year of well being activities held each half term for every class with additional well-being time for PP throughout the year. Pupil voice highlighted that this positively impacted the children's mental health and well being. Our 2 ELSA support TA's supported 50% of the Pupil Premium children throughout the academic year.

Outcome: 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 80% of PP pupils (16/20- excluding EYFS pupils). Free places in paid external clubs were also offered (3 places accepted). Enrichment programs subsidized (school trips, residentials, workshops) up to £1185 for PP children.

Externally provided programmes

Programme	Provider
Music lessons	Music 4 Life
ELSA support	CWAC
IDL	
TTRockstars	
WRM Infinity	
WalkThrus	