

ST. HELEN'S CATHOLIC INFANT SCHOOL



Pupil Premium Statement 2023-2024

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Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Helen's Catholic Infant School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ms A. McAuliffe
Pupil premium lead	Ms A. McAuliffe
Governor / Trustee lead	Dr M Sutherland- Harper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,450
Recovery premium funding allocation this academic year	£3443.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40893.75

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Part A: Pupil premium strategy plan

Statement of intent

At St Helen's Catholic Infant School, our intent for disadvantaged pupils is to provide a broad and balanced curriculum which develops independence and resilience. We endeavour to equip our disadvantaged pupils with the skills needed to accelerate their learning; to achieve to their potential and beyond.

- We aim to develop strong and fluent readers with robust oral and conversational language skills.*
- We seek to build positive relationships between school and home, assuring parental engagement. These relationships support the academic skills and emotional needs of our families, leading to higher attendance.*
- We work to ensure our disadvantaged pupils achieve in line with their peers.*
- We enable access to extra-curricular activities that enriches our learners, providing an enhanced cultural capital for all learners.*

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Parental Engagement
3	Family Academic Skills
4	Emotional Needs (parents/children)
5	Oracy and conversational language
6	Metacognition & self-regulation

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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
To accelerate progress in English and Maths	Children have achieved in line or above peers in English and Maths
To reach age-related expectation in English and Maths	Children have reached Expected in English and Maths
To develop Cultural Capital for PPG children	Children have had access to a rich, broad and varied cultural curriculum covering SMSC and opportunities to develop resilience. Measurable through the activities planned
To develop metacognition and self-regulation	Children will be resilient, independent learners able to express their skills

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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: £4475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trauma Perceptive Practice Deputy Headteacher attended Train the Trainer: Managing Challenging Behaviours</p>	<p>Increased numbers of children displaying dis-regulated behaviour which is a barrier to learning</p> <p>Training will equip all staff with skills to support children who have experienced trauma appropriately</p> <p>PRICE training will equip staff with skills to de-escalate dis-regulated incidents which cause barriers to learning</p>	<p>5 6</p>
<p>Quality First Teach Moderation x 2 by EYFS Consultant: Susan Hodgson</p>	<p>This ensures teacher assessment in Reception Is accurate for PPG children and supports identifying barriers to learning and accurate target setting/ planning.</p>	<p>5 6</p>
<p>Quality First Teach (Learning Walk and Feedback)</p> <ul style="list-style-type: none"> • Autumn Teaching and Learning Review: Pav Saunders • Summer Learning Review: Mel Clapton and Susan Hodgson 	<p>Regular reviews involve:</p> <ul style="list-style-type: none"> • Conversations with pupil voice (PPG) • Book Looks (PPG Children) • Monitoring impact of T and L of PPG children in lessons • Identifies strengths and areas to develop to ensure provision for PPG children is the best it can be • Training for Subject Leaders, keeping them up to date with current practice to ensure PPG children provision is best it can be 	<p>5 6</p>
<p>NPQ Training for senior leaders</p>	<ul style="list-style-type: none"> • Senior leaders are kept up to date on EEF research and how to use 	<p>5 6</p>

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	research to plan provision and QFT for PPG children. This is then disseminated with staff through INSET	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one support	EEF	4 5 6
Structured interventions	EEF	4 5 6
Oral Language Interventions	EEF	4 5 6
Explicit phonic teaching in groups	EEF	4 5 6
Small group tuition	EEF	4 5 6

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

Budgeted cost: £3400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to Extra-Curricular Clubs</i>	EEF Toolkit	1 2 3 4 5 6
<i>Access to Educational Visits</i>	EEF Toolkit	1 2 3 4 5 6
<i>Wellbeing: Rainbows Programme</i>	EEF Toolkit	1 2 3 4 5 6
<i>Half termly meetings with parents, where necessary</i>	EEF Toolkit	1 2 3 4

Total budgeted cost: £ 37, 875

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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 2022 to 2023 academic year.

Outcomes in Reading 2022-23

- Reception Achievement (6 children):
33% PPG children achieved at least national expectation in Reading.
33% PPG children made at least expected progress in Reading.
- Year 1 Achievement (8 children):
38% PPG children achieved at least national expectation in Reading.
38% PPG children made at least expected progress in Reading.
- Year 2 Achievement (12 children):
66% PPG children achieved at least national expectation in Reading.
66% PPG children made at least expected progress in Reading.

Outcomes in Phonics 2022-23

38% PPG children passed the Y1 Phonics Screening Test

Outcomes in Writing 2022-23

- Reception Achievement (6 children):
33% PPG children achieved at least national expectation in Writing.
100% PPG children made at least expected progress in Writing.
- Year 1 Achievement (8 children):
38% PPG children achieved at least national expectation in Writing.
43% PPG children made at least expected progress in Writing.
- Year 2 Achievement (12 children):
50% PPG children achieved at least national expectation in Writing.
73% PPG children made at least expected progress in Writing.

Outcomes in Mathematics 2022-23

- Reception Achievement (6 children):
67% PPG children achieved at least national expectation in Mathematics.
100% PPG children made at least expected progress in Mathematics.
- Year 1 Achievement (8 children):
50% PPG children achieved at least national expectation in Mathematics.
71% PPG children made at least expected progress in Mathematics.
- Year 2 Achievement (12 children):

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58% PPG children achieved at least national expectation in Mathematics.
91% PPG children made at least expected progress in Mathematics.

Outcomes in Attendance 2022-23

Reception - 33% of the children had attendance of 95% or above.

Year 1 – 25% of the children had attendance of 95 % or above.

Year 2 – 42% of the children had attendance of 95% or above.

- Attendance was closely monitored by the Head Teacher and children who attendance falls below 95% receive a formal letter and telephone call.
- Meetings were held between the Headteacher and parents/carers where attendance fell below 90%
- Rewards were given for good attendance and each week classes are mentioned in the newsletter for Best Attendance.

Other 2022-23

- Counselling through Brentwood Catholic Children's Society was provided until January 2023
- Rainbows counselling was provided by school staff

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
WordShark	White Space Limited
Get Set for PE	Get Set 4 Education

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