

Pupil Premium Strategy Statement 2022-2023

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.

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

School overview (2021-22)

Detail	Data
School name	Helsby Hillside Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	12% (25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	20/9/2022
Date on which it will be reviewed	22/9/2023
Statement authorised by	Adam Khan (Head)
Pupil premium lead	Sarita Jagota
Governor / Trustee lead	Louise Midwinter

Funding overview (2021-22)

Detail	Amount
Pupil premium funding allocation this academic year	£21,800
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	£21,800

Part A: Pupil premium strategy plan

Statement of intent

Helsby Hillside Primary School believes that all of the pupil premium funding should be used to support the academic and personal development of disadvantaged pupils. School invests highly in staffing levels with experienced and capable teaching staff, including a large number of UPS teachers. In addition, every class has a Teaching Assistant also to support the teaching of our more vulnerable pupils. We ensure that all disadvantaged pupils receive specific, targeted, support to raise their attainment. With a Learning Mentor and 2 qualified ELSA TAs, we ensure that all of our disadvantaged pupils get the emotional and well-being support they need to enable them to be in a position to achieve their very best in our school. We believe that parental involvement and support is vital for the success of the child.

We recognise that to achieve this 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. 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. 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 are currently benefiting from sustained support from the school family support worker (Sue Leigh).
3 Attendance	Although not a significant concern, attendance and punctuality for disadvantaged pupils was slightly lower than non-pupil premium peers.
4 Extra-curricular opportunities	Limited life experiences and opportunities to join in enrichment opportunities. Our PP children frequently have reduced opportunity to access extra-curricular provision.

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 pupil's 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 2022-2023</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 2022-2023.</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: £ 21,800

Activity	Evidence that supports this approach	Challenge number(s) addressed	£ Cost
Each pupil in receipt of PPG will receive targeted individual support	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.	1, 2	£17,610 ELSA/ TA staffing
Third Space Learning (Maths) subscription to support quality first teaching and individual interventions	Third Space Learning provides targeted support for the children which is personalised to their own level and helps them to make progress and achieve Age Related Expectations. Children all really enjoy taking part in the programme and we have seen increased confidence and progress in their maths learning.	1	£390 subscription
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	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.	1, 2a, 2b, 4	£2,800
			£21,800