



St Philip's Church of England Primary School

Pupil Premium Strategy Statement Action Plan 2022/2023

Our Vision Statement:

We love to learn. We learn to love.

With Christ as our Guide,

We love and learn together.

Our children are encouraged to respect their own faith and those of others in our caring Christian environment.

Christian values lie at the heart of all we do.

'God is love, and all who live in love live in God, and God lives in them.'

1 John 4:16

Living out our vision, we aim to:

Guide our children to prepare them for life; Respect themselves and one another; Aspire to achieve their highest potential; Care for the local and wider community; Every child is special in God's eyes.

GRACE

Guide Respect Aspire Care Each of us is special

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 2023 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 Philip's CE School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	48 (35%)
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	R. Moulden
Pupil premium lead	K. Macdonald
Governor / Trustee lead	W. Harvey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51 245
Recovery premium funding allocation this academic year	£5365
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	£56 610

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all our pupil premium children:

- Receive the best education suited to their needs.
- Are working in a happy and safe environment where everyone can grow in confidence and reach their true potential.
- Acquire skills and knowledge through meaningful topics – ensuring that they have the essential knowledge they need to be educated citizens, preparing them for their future success.
- Our pupils come from an area of high deprivation (96% of children fall in bands e or e* in the multiple deprivation index) and 35% of children are classed as disadvantaged. A high proportion of our pupils are EAL (85%) compared to national averages. We aim to support all vulnerable and disadvantaged pupils including the above and those who are already high attainers.
- Quality first teaching is the principle strategy of our approach; proven to have the greatest impact upon closing the attainment gap but also essential to ensure all pupils, not just pupil premium, foster a love of learning, achieve goals and make progress.
- Our strategy is to be responsive, using comprehensive assessment tools alongside 'pupil progress meetings' to identify and monitor all pupils' progress. Pupils can then be enrolled on a wide range of class based or school wide programmes to support pupils and help them excel.

Ultimate objectives

All children, eligible for pupil premium, will meet or exceed the national average progress in reading, writing and maths at the end of KS2 and the expected standard of phonics.

The percentage of children, eligible for pupil premium, meet or exceed the national standards at the end of Year 2 and Year 6 is in line with the national average.

At least 80% of children, eligible for pupil premium, pass the phonics screening check.

Key principles

We ensure that teaching and learning opportunities meet the needs of all the pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives

Allocation of funding for a part time teacher to ensure maths can be taught in discrete year groups.

Allocation of financial resources to promote and provide children with rich experiences through educational visits.

All our work, through the pupil premium, will be aimed at accelerating progress, moving children to at least age-related expectations.

Use some of the pupil premium funding to enable Year 2 and Year 6 pupils to be involved in the Archbishop of York Trust - carrying out leadership tasks such as picking up litter in the local environment.

The Family Liaison Officer to update mental health first aid training.

Pupil premium resources are to be used to target academically able pupils on Free School Meals so they are not at risk of underachieving. These pupils receive just as much focus as less academically able pupils.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and punctuality.
2	Students are vocabulary poor.
3	Low attainment on entry to EYFS.
4	Poor communication and language in the current EYFS on entry.
5	Not all PP children access a range of enrichment experiences outside school.
6	In Year 6, the progress score for reading, in the academic year, 2021 – 2022 was -4.6
7	In Year 6, the progress score for maths, in the academic year, 2021 – 2022 was -2.2
8	Attainment in writing is lower than in reading and maths across 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
Children eligible for pupil premium will meet or exceed the national average attainment in reading, writing and mathematics (KS2).	67% of our pupil premium children in Year 6 are at age related or above in reading, writing and mathematics.
Children eligible for pupil premium will meet or exceed the national average attainment in reading, writing and mathematics (KS1) and the expected standard in phonics.	50% of our pupil premium children in Year 2 are at age related or above in reading, writing and mathematics. 80% of our pupil premium children pass the phonics screening check.
Progress in Reading.	Average progress score, for PP children is, at least, in line with national average in Reading in KS2.
Progress in Mathematics.	Average progress score, for PP children, at least, inline national average in Maths in KS2.
All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage in learning and wider enrichment opportunities.	As a result of this, attendance remains in line with national and children are engaged and prepared for learning in school. 100% of our pupil premium children make expected or better progress.

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

Budgeted cost: £26 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online EYFS training from Carousel Education to strengthen subject leader's understanding of EYFS.	Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.	3, 4
Allocation of funding for a part time teacher to ensure maths can be	Advice from the 'Mastery Hub' is that mastery maths has more of an impact on children's attainment if taught in discrete year groups.	7

taught in discrete year groups.		
Wellcomm purchased.	Average impact of oral language interventions show an improvement of 6 additional months to S&L ages for minimal spending. Improvements are also seen in reading and writing.	2, 3 and 4
CPD on the specific teaching and improving the use of vocabulary within the classroom.	Average impact of oral language interventions show an improvement of 6 additional months to S&L ages for minimal spending. Improvements are also seen in reading and writing.	2, 4

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

Budgeted cost: £50 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 targeted intervention for maths daily	Targeted work for children has a greater impact.	7
Whole school Read, Write Inc. in small groups.	There is consistent evidence that the use of one-to-one and small-group tutoring supports children struggling with aspects of literacy. 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 Small group tuition has an average impact of four months' additional progress over the course of a year.	3, 6
IDL Programme.	Diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult. 1:1 tuition using digital technologies show improved progress.	6, 8
Fast Forward Grammar 2 sessions per week delivered by HLTA.	Specific needs and gaps targeted regularly can be an effective method for supporting low attaining pupils. Small group tuition has an average impact of four months' additional progress over the course of a year.	8

Third Space Learning.	1:1 tuition using digital technologies show improved progress Analysis of data within school shows that this intervention impacts on children.	7
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Wider strategies

Budgeted cost: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor and Inclusion & Pastoral Lead to have training on Mental Health and Emotional Wellbeing / ELSA.	EEF supports that social and emotional interventions have an impact on children's learning. This can be one to one, small groups and whole class sessions. Staff require training and have clear plans and support for individual children.	1, 5
Employing a specialist Family Support Worker to work with our vulnerable families to develop parenting skills and ensure families gain access to the housing, benefits and health care they are entitled to. Family Liaison Officer to work with individual families using targeted support based on need.	This will help to build relationships. Evidence shows that there is an established link between the home learning environment at all ages and children's performance at school.	1, 5
Parenting group to be held weekly aimed at parents – after school.	This will help to build relationships. Evidence shows that there is an established link between the home learning environment at all ages and children's performance at school.	1, 5
Intensive parenting support put in place. This includes regular home visits.	This will help to build relationships. Evidence shows that there is an established link between the home learning environment at all ages and children's performance at school.	1, 5
Y2 and Y6 pupils to be involved in the Archbishop of York Trust, carrying out	Children will enhance their skills in a variety of ways.	5

<p>leadership tasks such as picking up litter in the local environment.</p>	<p>They will:</p> <ul style="list-style-type: none"> • Explore the concept of leadership. • Investigate the stories and impact of great leaders in society. • Consider the importance of serving others. • Examine how to bring transformation to communities. • Take action to 'be the change you want to see'. 	
<p>School administration assistant holds regular meetings with the parents of children where attendance is a concern.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>

Total budgeted cost: £ 86 000

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 2021 – 2022 academic year.

Aim	Outcome - Year 6 (Teacher assessment)
Attainment in reading	During the 2021/2022 academic year, 7 children were eligible for Pupil Premium, 71% attained the expected standard in reading.
Attainment in writing	During the 2021/2022 academic year, 7 children were eligible for Pupil Premium 57% attained the expected standard in writing.
Attainment in maths	During the 2021/2022 academic year, 7 children were eligible for Pupil Premium 43% attained the expected standard in maths.

Aim	Outcome - across school (Teacher assessment)
Progress in reading	During the 2021/2022 academic year, 36 children (in Years 1 – 6) were eligible for Pupil Premium 61% achieved expected or better than expected progress in reading.
Progress in writing	During the 2021/2022 academic year, 36 children (in Years 1 – 6) were eligible for Pupil Premium 53% achieved expected or better than expected progress in writing.

Progress in maths	During the 2021/2022 academic year, 36 children (in Years 1 – 6) were eligible for Pupil Premium 58% achieved expected or better than expected progress in maths.
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Review of outcomes current school year (Autumn – Summer 1 2022 – 2023)

EYFS

During the 2022/2023 academic year, 8 children are eligible for Pupil Premium, 50% are predicted to attain the expected standard – GLD. This is dependent on two of these children reaching Age Related Expectations in speaking and listening.

Aim	Outcome - Year 2
Attainment in reading	<p>During the 2022/2023 academic year, 7 children are eligible for Pupil Premium, 57% of children attained the expected standard in reading.</p> <p>100% of PP children, who have been present in school since EYFS, attained the expected standard.</p>
Attainment in writing	<p>During the 2022/2023 academic year, 7 children are eligible for Pupil Premium, 57% of children attained the expected standard in writing.</p> <p>100% of PP children, who have been present in school since EYFS, attained the expected standard.</p>
Attainment in maths	<p>During the 2022/2023 academic year, 7 children are eligible for Pupil Premium, 57% of children attained the expected standard in maths.</p> <p>100% of PP children, who have been present in school since EYFS, attained the expected standard.</p>

Aim	Outcome - Year 6 (Predicted assessment)
Attainment in reading	<p>During the 2022/2023 academic year, 7 children are eligible for Pupil Premium, 57% are expected to attain the expected standard in reading.</p> <p>Two of these children are on the SEND register. One child arrived in Year 5.</p>
Attainment in writing	<p>During the 2022/2023 academic year, 7 children are eligible for Pupil Premium, 57% are expected to attain the expected standard in writing.</p> <p>Two of these children are on the SEND register. One child arrived in Year 5.</p>
Attainment in maths	<p>During the 2022/2023 academic year, 7 children are eligible for Pupil Premium, 57% are expected to attain the expected standard in maths.</p> <p>Two of these children are on the SEND register. One child arrived in Year 5.</p>

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
TT Rock Stars	TT Rock Stars
Third Space Learning Maths 1-1	Third Space Learning
Letter Join Handwriting programme	Letter join
Red Rose Maths Mastery programme	Lancashire Maths Team
Purple Mash	Purple Mash
Read, Write Inc.	Ruth Miskin

Loom software	Loom
National Language Programme	National Language programme

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A