



St Philip's C of E Primary School

PP strategy Statement Action Plan 2024//2025

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 2024 - 2025 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	40%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£69 560
Recovery premium funding allocation this academic year	£3480
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	£73040

Part A: Pupil premium strategy plan

Statement of intent

Context of the school:

- (LSIP 2023 – 2024) Our pupils come from an area of high deprivation (34.3% live in E* areas and 60% live in E areas in the multiple deprivation index) and 40% of children are classed as disadvantaged. A high proportion of our pupils are EAL (76%) compared to national averages. We aim to support all vulnerable and disadvantaged pupils including the above and those who are already high attainers.

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.
- 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.
- Are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.

Ultimate objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within our school, including ensuring that there is a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

For disadvantaged pupils in school to achieve, and in some cases exceed, nationally expected progress rates in order to achieve national expectations at the end of Key Stage 2.

To ensure that all disadvantaged pupils have access to the enriched curriculum provided by school.

To ensure all disadvantaged pupils are challenged in the work that they are set.

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

Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.

Provide targeted support to quickly address identified gaps in learning.

Provide opportunities for all pupils to participate in enrichment activities including sport and music.

Provide nurture to support pupils in their emotional and social development.

Allocation of funding for a part time HLTA 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 has up to date mental health 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. (Attendance below 95% has a negative impact on student progress. Persistent absence (below 90%) can seriously damage a student's chance of future success.)
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 the current EYFS class, there are a large number of children with SEND.
7	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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching and closely monitored intervention groups – across school. Better teaching and directed support ensures disadvantaged children keep up with their peers. Pupils keep up not catch up.	Data shows that individual PP pupils have accelerated their rate of progress in Reading, Writing and Maths. Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths in all year groups but especially EYFS and year 2. Increased % in the number of pupils achieving the expected standard in Phonics in Y1 and Y2. Phonics outcomes for PPG pupils is judged at least good.

	Attainment gaps between PP and non-PP children are closing.
To ensure that children eligible for pupil premium meet or exceed the national average attainment in reading, writing and mathematics (KS2).	75% of our pupil premium children in Year 6 are at age related or above in reading, writing and mathematics.
To ensure that children eligible for pupil premium 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.
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.
To address the academic, social, emotional and mental health needs of pupils who are most at risk of underachieving through support for our vulnerable families.	For pupils with SEMH needs, accurate and timely identification and careful monitoring of individual targets, support plans and bespoke provision in class enables these children to thrive. SENDSCO proactively engages with outside agencies to provide additional support and advice where appropriate re: mental health and well-being. FLO identifies parents for additional support and work with them on strategies to support SEMH and further parental engagement. Class Dojo and home learning protocols increase the amount of home learning that children have access to. Maths, Reading and Phonics Parents programmes and other curriculum events for parents are held throughout the year. Reduced absence among pupils eligible for PP to achieve targets.

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: £28 000

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 taught in discrete year groups.	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
Wellcomm purchased. TA3 to deliver four times per week in EYFS/KS1.	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. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. (EEF Teaching and Learning Toolkit – Oral Language Interventions)	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
<p>CPD for teachers planned and delivered regularly through the year</p> <ul style="list-style-type: none"> • Safeguarding • Reading • Mathematics • Science • EYFS – language and learning • Subject leadership <p>CPD meetings will involve quality pedagogical discussions about learning.</p> <p>Senior leaders design the schedule and plan delivery.</p> <p>Leaders at all levels contribute to these sessions with additional</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</p>	6,7

INSET days involving experts from other schools and subject specialists.		
<p>Training course for 2 teachers to attend 'Write Stuff training'</p> <p>Five training session delivered to teaching staff – how to deliver the Write Stuff within the classroom.</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</p>	7

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

Budgeted cost: £35 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 targeted intervention for maths daily	<p>On average, one to one tuition is very effective at improving pupil outcomes.</p> <p>One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</p> <p>Targeted work for children has a greater impact.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p>	7
Whole school Read, Write Inc. in small groups.	<p>There is consistent evidence that the use of one-to-one and small-group tutoring supports children struggling with aspects of literacy.</p>	3, 6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 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.	
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

Wider strategies

Budgeted cost: £9500

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	1, 5

	learning environment at all ages and children's performance at school.	
Y2 and Y6 pupils to be involved in the Archbishop of York Trust, carrying out leadership tasks such as picking up litter in the local environment.	<p>Children will enhance their skills in a variety of ways.</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'. 	5
School administration assistant holds regular meetings with the parents of children where attendance is a concern.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

Total budgeted cost: £ 72 800

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 - 2023 academic year.

EYFS

During the 2023/2024 academic year, children were eligible for Pupil Premium, 50% attained the expected standard – GLD.

KS1

Aim	Outcome - Year 2
Attainment in reading	During the 2023/2024 academic year, 7 children were eligible for Pupil Premium; 43% of children attained the expected standard in reading. 14% of pupils, who were eligible for Pupil Premium. Attained the higher standard in reading.
Attainment in writing	During the 2023/2024 academic year, 7 children were eligible for Pupil Premium; 43% of children attained the expected standard in writing.
Attainment in maths	During the 2023/2024 academic year, 7 children were eligible for Pupil Premium; 43% of children attained the expected standard in maths. 14% of pupils, who were eligible for Pupil Premium. Attained the higher standard in maths.

KS2

Aim	Outcome - Year 6
Attainment in reading	<p>During the 2023/2024 academic year, 6 children were eligible for Pupil Premium; 83% attained the expected standard.</p> <p>This was above the national average by over 20%</p> <p>33% of children, who were eligible for Pupil Premium, attained the higher standard.</p>
Attainment in writing	<p>During the 2023/2024 academic year, 6 children were eligible for Pupil Premium; 67% attained the expected standard in writing.</p> <p>This was above the national average by almost 10%.</p>
Attainment in maths	<p>During the 2023/2024 academic year, 6 children were eligible for Pupil Premium; 67% attained the expected standard in maths.</p> <p>This was above the national average by almost 10%.</p> <p>17% of children, who were eligible for Pupil Premium, attained the higher standard.</p>

Review of outcomes current school year (Autumn 2024)

EYFS

During the 2023/2024 academic year, 12 children are eligible for Pupil Premium, 0% are currently on track to attain the expected standard – GLD.

KS1

Aim	Outcome - Year 2
Attainment in reading	During the 2023/2024 academic year, 8 children are eligible for Pupil Premium; 50 % of children are on track to attain the nation standard in reading.
Attainment in writing	During the 2023/2024 academic year, 8 children are eligible for Pupil Premium; 25% of children are on track to attain the nation standard in writing.
Attainment in maths	During the 2023/2024 academic year, 8 children are eligible for Pupil Premium; of children are on track to attain the nation standard in 50%

KS2

Aim	Outcome - Year 6
Attainment in reading	<p>During the 2024/2025 academic year, 11 children are eligible for Pupil Premium; 64% of children are on track to attain the nation standard in reading.</p> <p>One of the children, who is eligible for PP may not count in the attainment data.</p>
Attainment in writing	<p>During the 2024/2025 academic year, 11 children are eligible for Pupil Premium; 64% of children are on track to attain the nation standard in writing.</p> <p>One of the children, who is eligible for PP may not count in the attainment data.</p>
Attainment in maths	<p>During the 2024/2025 academic year, 11 children are eligible for Pupil Premium; 64% of children are on track to attain the nation standard in maths.</p> <p>One of the children, who is eligible for PP may not count in the attainment data.</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
Mastering number	EYFS, year 1, year 2, year 4 and year 5.
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
IDL spelling and maths	IDLS group
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