

Pupil premium strategy statement

Nelson St Philip's CE Primary School

Parents' Report on Pupil Premium Grant

Allocation, Spending & Impact

How we spend our Pupil Premium

Funding is allocated on the basis of the current number of children on free school meals, the current number of looked after children and "Ever 6"

(children identified as being on free school meals at any time in the past 6 years)

At Nelson St Philip's CE Primary Governors have agreed that PPG funding should be used to support all pupils who are severely disadvantaged and not just those who are on free school meals, looked after or "Ever 6".

We pride ourselves on being an inclusive school consequently this includes pupils new to the country, pupils other than Foundation Stage who have had limited or no previous education prior to entry, pupils who do not claim free school meals but who would otherwise be eligible and those who have severe emotional, social, family or behavioural barriers to learning.

Our school provides a wide menu of targeted interventions and support for children who need extra help to keep up or catch up with the rest of children their age nationally.

Additional provision

- ✓ Parental Involvement Worker and Pastoral Inclusion Team to help families support children's learning.
- ✓ SEND support for pupils identified with special educational needs
- ✓ Parent workshops delivered to help parents support learning at home
- ✓ New learning resources to engage pupil interest and enthusiasm for learning e.g. a new range of reading books, e-platform Library; ICT equipment and software.
- ✓ Provision of uniform / PE kit for those in social need
- ✓ Ensure the school website and prospectus is reflective of our school community and allows pupils access at home to support their learning outside of school.

Salaries:

- ✚ TA3 x 1
- ✚ TA3 – who is also a mental health first aider
- ✚ Parental liaison officer/pastoral support

School overview

Metric	Data
School name	St Philip's CE School
Pupils in school	140
PP pupils	29
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	£44 385
Academic year or years covered by statement	2020/2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Karen Macdonald
Pupil premium lead	Karen Macdonald
Governor lead	

Disadvantaged pupil progress scores for the last academic year 6

(6 children)

Measure	Score from July 2020	March 2020 (school data) before lockdown
Reading	2019/2020 data not available	50%
Writing	2019/2020 data not available	33%
Maths	2019/2020 data not available	50%

Strategy aims for disadvantaged pupils

Measure	Score from July 2020	March 2020 RWM Combined before lockdown
Meeting expected standard at KS2	2019/2020 data not available	33%
Achieving high standard at KS2	2019/2020 data not available	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	All children, eligible for pupil premium will meet or exceed the national average progress in reading, writing and maths and the expected standard of phonics The percentage of children, eligible for pupil premium, meeting or exceeding the national standards at the end of year 2 and year six is in line with the national average
Priority 2	
Barriers to learning these priorities address	Lost learning due to school closing during Covid Poor attendance

Teaching priorities for current academic year

Changes in red due to partial school closures

Aim	Target	Target date
Quality teaching ensures a higher number of children, eligible for pupil premium, in EYFS meet GLD	65%	July 2021
Quality teaching ensures a higher number of children, eligible for pupil premium, at the end of KS2 reach government expected standard	Achieve national average expected standard score 65%	July 2021
Progress in reading	Achieve national average expected standard progress score 0 Children to make, at least, seven steps progress in each year group between Summer 2020 and Summer 2021 across KS2	July 2021
Progress in writing	Achieve national average expected standard progress score 0 Children to make, at least, seven steps progress in each year group between Summer 2020 and Summer 2021 across KS2	July 2021
Progress in maths	Achieve national average expected standard progress score 0 Children to make, at least, seven steps progress in each year group between Summer 2020 and Summer 2021 across KS2	July 2021
Phonics screening check	Achieve national average expected standard 80%	July 2021
Attendance	Achieve at least 96% attendance	July 2021

Wider strategies for current academic year

Updated due to school partial lockdown

Measure	Activity
Priority 1	<p>To ensure children's needs are met through a recovery curriculum which enables children to catch up from a missed education due to Covid-19 lockdown with a specific focus on reading, writing and maths</p> <ul style="list-style-type: none"> • EAL catch up funding for 12 children in school • Lancashire catch up planning used in daily maths lessons to support all learners. • Lancashire catch up curriculum for English delivered daily for all learners
Priority 2	<p>To ensure that children, in case of local or national lockdown, receive and can access high quality teaching at home</p> <ul style="list-style-type: none"> • All disadvantaged pupils were able to access a laptop to support remote learning • Pupils at risk were visited on a weekly basis • Teachers contacted all children on a weekly basis.
Barriers to learning these priorities address	<p>Improving attendance and readiness to learn for the most disadvantaged pupils</p> <ul style="list-style-type: none"> • Families, experiencing dips in attendance, are supported by Mrs Harvey and Mrs Stewart. Support plans are put in place.

Targeted academic support for current academic year

Measure	Activity
Priority 1	No nonsense maths group intervention by TAs Government funded tutor programme 1-1 reading programme delivered by TAs 1-1 catch up programme delivered by TAs in maths
Priority 2	Through PSHE delivery Through learning mentor Through MHFA
Barriers to learning these priorities address	Attendance issues
Cost	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Children in school have missed over a term's teaching Some children unable to access home learning	Catch up programme delivered by teachers Targeted intervention Government tutor programme to be put in place.
Targeted support	Rigorous analysis of data to ensure that any children 'at risk' are given support needed	Assessment SL to have 3 sessions per term out of class. Targeted interventions
Wider strategies	Staggered start times restrict the curriculum Absence is higher than usual due to individual children self isolation	Continuous review of government guidelines and the impact on data.