

## **Pupil premium strategy statement**

### **Nelson St Philip's CE Primary School**

#### **Parents' Report on Pupil Premium Grant**

#### **Allocation, Spending & Impact**

**2019 - 2020**

##### **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. These include:

- ✚ Small group and one to one Interventions e.g. IDL Cloud; Acceler Read Acceler Write; Toe by Toe; Hornet Literacy Primer; Word Wasp; Talk Boost, ELS etc.
- ✚ One to one support provided for small groups of children to close the gap with national expectations e.g. Every Child Counts, Beam Maths activities, INS, The Trouble with Maths, More Trouble with Maths, Dyscalculia Support, Education City; Purple Mash and No nonsense maths.
- ✚ No nonsense spelling has been purchased
- ✚ Social Skills groups for pupils with behavioural, social and emotional barriers to learning

### **Additional provision**

- ✓ Parental Involvement Worker and Pastoral Inclusion Team to help families and support children's learning.
- ✓ SEND support for pupils identified with special educational needs
- ✓ Parent workshops delivered to help parents support learning at home
- ✓ Use of the Leisure box on a weekly basis for our PE sessions – train
- ✓ 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.

An extended curriculum of extra-curricular activities, events, visits and visitors to provide new and exciting experiences to develop pupil knowledge and understanding of the world in which we all live. For example:

- ✓ We have danced in the Tower Ballroom at Blackpool
- ✓ Participated at Burnley Football Club as the Guard of Honour for a Premier League match;
- ✓ Taken part in residentials in the Lake District; York and Barley
- ✓ Taken part in visits to London and the Houses of Parliament

### **Salaries:**

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

### School overview

<b>Metric</b>	<b>Data</b>
School name	St Philip's CE School
Pupils in school	140
PP pupils	33
Proportion of disadvantaged pupils	23.57%
Pupil premium allocation this academic year	£43560
Academic year or years covered by statement	19/20
Publish date	January 2020
Review date	September 2021
Statement authorised by	Karen Macdonald
Pupil premium lead	Karen Macdonald
Governor lead	Michelle Dugdale 17.01.2020 – meeting with lead

### Disadvantaged pupil progress scores for the last academic year 6

Measure	Score
Reading	-2.18
Writing	-3.28
Maths	-2.91

### Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	29%
Achieving high standard at KS2	0%

Measure	Activity
Priority 1	To improve the attainment of maths at KS2 so it is inline with national
Priority 2	To improve the attainment of reading and writing at KS2 so it is online with national
Priority 3	To improve the number of children attaining ARE at KS2
Barriers to learning these priorities address	<p>Current year 6</p> <ul style="list-style-type: none"> <li>• 3 children on SEN register</li> <li>• One child – EHCP</li> <li>• One child – 9 weeks extended leave during year 6</li> <li>• EAL needs</li> </ul>

## Teaching priorities for current academic year

Aim	Target	Target date
Quality teaching ensures a wider number of children in EYFS meet GLD	65%	June 2020
Quality teaching ensures a higher number of children meet government expectations in reading at the end of KS2	65%	May 2020
Quality teaching ensures a higher percentage of children meet government expectations in maths at the end of KS2	65%	May 2020
Increase the number of children attaining the phonics standard at the end of year 1	80%	May 2020
To improve the attendance of PP children to be more inline with the LA`	96%	July 2020

## Wider strategies for current academic year

Measure	Activity
Priority 1	Book a second trip to Whitehough - funding for the PP children.
Priority 2	Ensure children access a wide range of after curriculum provision PP LEAD to monitor.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.

## Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	<p>No nonsense maths purchased for an intervention</p> <p>A focus on year 6 children – identified as borderline</p> <p>Targeted support to address missing gaps in maths</p> <p>IDL maths in use</p> <p>Use of White Rose Hub maths</p> <p>Maths in other subjects</p> <p>Personalised curriculum for some children</p>
Priority 2	<p>1-1 reading in place</p> <p>IDL programme to address spelling issues</p> <p>No nonsense phonics</p> <p>No nonsense spelling</p> <p>1-1 phonics in place</p> <p>High quality reading texts</p> <p>Speed readers</p> <p>A focus on year 6 children – identified as borderline</p>
Barriers to learning these priorities address	<p>Spelling issues</p> <p>Confidence issues</p> <p>Attendance issues</p>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff CPD	Training provided at staff meetings
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.
Wider strategies	Engaging the families facing most challenges	Support from the parent liaison officer

Next steps:

- Meet with PP governor to have a clear overview of the spending of PP money