



# St Philip's C of E Primary School

## Pupil Premium strategy Statement Action Plan 2021/2022

*We love to learn. We learn to love.  
With Christ as our Guide,  
We love and learn together.*

**G**uide our children to prepare them for life; **R**espect themselves and one another; **A**spire to achieve their highest potential;  
**C**are for the local and wider community; **E**very child is special in God's eyes.

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

As a Church of England school, Christian values lie at the heart of all we do.

***We have three key values that we learn about:***

### **LOVE**

**All love comes from God:** *God is love, and all who live in love live in God, and God lives in them. <sup>17</sup> And as we live in God, our love grows more perfect. 1 John 4*

**Love seeks the good of others:** *<sup>9</sup> Don't just pretend to love others. Really love them. Hate what is wrong. Hold tightly to what is good. <sup>10</sup> Love each other with genuine affection, and take delight in honouring each other. ROM 12*

### **RESPECT**

*Treat everyone you meet with dignity. Love your spiritual family. 1 PET 2:17 The Message*

### **HOPE**

*<sup>11</sup> For I know the plans I have for you," says the LORD. "They are plans for good and not for disaster, to give you a future and a hope. JER 29*

**With these values as our foundation:**

- Pupils develop internal emotional and spiritual resilience.
- Pupils develop skills and enthusiasm for creative and reflective ongoing learning.
- As a child of God, pupils positively understand their worth and potential of both themselves and others.

**As part of our Christian vision, it is our mission to support our children and their families so that they are able to make a positive difference in all they do.**

## Pupil premium strategy statement

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.

### School overview

Detail	Data
School name	St Philip's CE School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	37 (26%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
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	£48 824
Recovery premium funding allocation this academic year	£5 220
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49 346

# 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.

### **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 a 'Catch Up' Teacher in Year 2 and Year 6.

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.

Allocation of funding to provide KS2 children training on developing a growth mindset.

Allocation of funding for an inset, for teaching staff, on creating a culture of 'growth mindset' within the classroom.

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.

All disadvantaged pupils, who need to self-isolate or learn from home, will be provided with a device to support remote education.

The parent liaison officer has undertaken 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	Lack of engagement, from some families, during partial school closure and home learning
5	Not all PP children access a range of enrichment experiences outside 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)	2022 50% 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.	66% 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 should meet or exceed the national average.	Average progress score, for PP children is, at least, in line with national average in Reading in KS2.
Progress in Mathematics should meet or exceed the national average.	Average progress score, for PP children, at least, in line 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through EdTech training, introduce and embed remote teaching approaches within class teaching so that the Remote Learning Strategy positively impacts on curriculum provision and outcomes for pupils.	The EEF finds that using technology can increase the accuracy of assessment, or the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.	140 children throughout school.

## Targeted academic support

Budgeted cost: £ 26 676

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of a 'Catch Up' Teacher in Year 2 and Year 6 – to work with small groups of children	Targeted work for children has a greater impact.	Year 2 – 6 children  Year 6 – 6 children

in maths to deliver targeted intervention.		
Allocation of a 'Catch Up' Teacher in Year 2 and Year 6 – to work with small groups of children in maths to deliver targeted intervention.	There is consistent evidence that the use of one-to-one and small-group tutoring supports children struggling with aspects of literacy.	Year 2 – 6 children Year 6 – 6 children
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.	140 children – across school.
Allocation of funding for 1-1 readers linked to the Lancashire Reading Partnership.	There is consistent evidence that the use of one-to-one and small-group tutoring supports children struggling with aspects of literacy.	13 children from Year 1 – Year 5.
1-1 maths tutoring third space learning.	The school's forensic approach to the analysis of data shows that, through the year, 2020 – 2021, this programme had a high impact on children's attainment.	Year 6 - 5 children

## Wider strategies

Budgeted cost: £21 710

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.	A range of children across school.
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.	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.	A range of children across school.

<p>Family Support Worker to work with individual families using targeted support based on need.</p>		
<p>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.</p>	<p>Children will enhance their skills in a variety of ways. They will:</p> <ul style="list-style-type: none"> <li>Explore the concept of leadership.</li> <li>Investigate the stories and impact of great leaders in society.</li> <li>Consider the importance of serving others.</li> <li>Examine how to bring transformation to communities.</li> <li>Take action to 'be the change you want to see'.</li> </ul>	<p>Year 2 and Year 6 pupils.</p>

**Total budgeted cost: £ 20 943 plus £ 21 234**

## 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 2020 to 2021 academic year.

<b>Aim</b>	<b>Outcome - Year 6 pupils (teacher assessment)</b>
Attainment in reading	During the 2020/2021 academic year, 10 children were eligible for Pupil Premium, 60% attained the expected standard in reading.
Attainment in writing	During the 2020/2021 academic year, 10 children were eligible for Pupil Premium, 70% attained the expected standard in writing.
Attainment in maths	During the 2020/2021 academic year, 10 children were eligible for Pupil Premium, 60% attained the expected standard in maths.

<b>Aim</b>	<b>Outcome - across school (teacher assessment)</b>
Progress in reading	During the 2020/2021 academic year, 36 children were eligible for Pupil Premium. 81% achieved expected or better than expected progress in reading.
Progress in writing	During the 2020/2021 academic year, 36 children were eligible for Pupil Premium. 55% achieved expected or better than expected progress in writing.



Progress in maths	During the 2020/2021 academic year, 36 children were eligible for Pupil Premium 75% achieved expected or better than expected progress in reading.
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## Externally provided programmes

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
Loom software	Loom