

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 C of E Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	33.88%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	29/9/21
Date on which it will be reviewed	5/7/21
Statement authorised by	Gavin Shortall
Pupil premium lead	Sandra Jamieson
Governor / Trustee lead	Revd Cate Allison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,530
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Objectives for Pupil Premium Spending

- To provide high quality learning experiences across the curriculum
- To provide additional support and intervention to ensure children eligible for pupil premium achieve well across the school
- To provide personalised social and emotional support to children eligible for pupil premium to maximise their wellbeing
- To provide extra home/school support to help overcome any barriers to learning that may affect their wellbeing or academic achievements

St Philip's has continued to support children who qualify for Pupil Premium throughout the pandemic. Early Help meetings, CIN and CP meetings have been able to continue through the lockdowns and these have been invaluable in supporting both the children's and families wellbeing during this difficult time. St Philip's continually reviewed their remote learning offer and put a lot of time into staff development and training to ensure the staff had the skills and resources available to deliver remote learning. As a result, we feel we were able to offer a high quality remote learning package. Pupils including those eligible for pupil premium were closely monitored to ensure that everything was in place to support them to engage to their best abilities and continue to move forward with their education. Through careful assessment, gaps in learning will be assessed and support put in place for the children to narrow the gaps caused by lockdown as we aware all children will have had very different experiences and levels of home support.

St Philip's will continue to work hard with the approaches planned for this academic year. We aim to support the whole child and ensure they have a full, well-rounded school entitlement in order to meet and/or exceed the expected standards and narrow the gap between themselves and those children who are not eligible for pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	Analysis of outcomes of Summer 2021 data shows lower levels of attainment for PP children compared to non pp children – specifically current Y1 R,W,M, Y2 M, Y3 M, Y4 R, W, M, Y6 R, M.
2	There is a likelihood that children who joined the school in Reception in September 2021 will have lower levels of attainment for PP children compared to non PP children. <i>Reception baseline assessment analysis will be used to inform this.</i>
3	Children have missed two prolonged periods of time in school during two lockdowns and class closures due to Covid 19. All children provided with and supported with remote education however, some children will have had less support at home and less access to resources than others, with this particularly affecting children who qualify for Pupil Premium.
4	There is a high level of SEN need present in some children who qualify for Pupil Premium.
5	There is a likelihood that children who qualify for Pupil Premium have more negative attitudes to learning and school than children who do not qualify for Pupil Premium. <i>Pass Survey will be used to confirm this.</i>

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 reduce the gap in attainment between children who qualify for Pupil Premium and those who don't.	Attainments outcomes show accelerated progress for children who qualify for Pupil Premium.
Children eligible who qualify for Pupil Premium who also have SEND needs to have necessary support in place to narrow the gap between them and pupils who are not eligible for PPG and do not have SEND needs.	Attainments outcomes show accelerated progress for children who qualify for Pupil Premium.

<p>Levels of resilience, confidence and independence are improved in children eligible for PPG</p>	<p>The resilience, confidence and motivation of children eligible for PPG in learning situations will be improved. Attainment and progress for these pupils is improved. They will be able to work more independently for longer periods of time. Have strategies in place to know how to support themselves without relying on adult support.</p> <p><i>PASS survey shows an increase in engagement in learning.</i></p> <p><i>CPOMS shows a low level of behaviour linked interruptions to learning. This cannot be directly compared to 2020/21 due to the amount of school missed as a result of Covid that year.</i></p>
<p>Increased parental engagement- Parental mental health, finances, parenting skills, housing support etc is supported through Early Help model. This process is reviewed regularly.</p>	<p>Parents are quickly and correctly identified as needing support through the Early Help model. Appropriate agencies are accessed and support for families is provided. Families receiving EH score more highly on the EHA's after support.</p>
<p>Children who are eligible for pupil premium receive increased enrichment and first hand experiences, leading to a greater engagement in learning.</p>	<p>The children have a wider experience of the world. A higher percentage of children eligible for PPG attend extended enrichment activities e.g. clubs and trips.</p> <p><i>PASS survey shows an increase in engagement in learning.</i></p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment of additional class teacher, enabling the redeployment of two teachers to provide high quality PPA, along with the ability to use TAs to target children with high quality interventions</p>	<p>“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds” <i>Sutton Trust Report: Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011</i></p> <p>High quality teaching has a huge impact on the progress that children make at school. The majority of our funding will be used to ensure that our provision is high quality, supporting accelerated progress.</p> <p>Progress outcomes from 2020 and 21 are not available due to the impact of Coronavirus but progress outcomes in 2019 showed children classed as Disadvantaged at St Philip’s made average progress. Ensuring more high quality teaching and interventions are in place across school will help these children make accelerated progress.</p>	<p>1, 2, 3, 4</p>
<p>CPD – Team Teach</p>	<p>A proportion of the children at St Philip’s who qualify for Pupil Premium display challenging behaviour. Team Teach is evidence based training that supports teachers to de-escalate situations and helps them to support children to be able to focus on learning. A reduction in the number of challenging incidents experienced at school will lead to a greater focus on learning and children being able to make accelerated progress.</p>	<p>5</p>

<p>CPD – Mental Health First Aid</p>	<p>Research by the National Foundation for Educational Research (NFER) shows that the impact of Coronavirus was bigger for children who are classed as disadvantaged with the gap on learning between them and other children growing between 2019 and 2021. Part of this will be the emotional and mental impact of coronavirus on these children. St Philip’s is taking part in Mental First Aid training which will improve the way we will be able to support children across the school, and specifically those who are classed as disadvantaged and need more support.</p>	<p>5</p>
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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
<p>NTP Tutoring</p>	<p>Research from the Education Endowment Fund shows that “Small group tuition has an average impact of four months’ additional progress over the course of a year.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Progress outcomes from 2020 and 21 are not available due to the impact of Coronavirus but progress outcomes in 2019 showed children classed as Disadvantaged at St Philip’s made average progress.</p> <p>Using Pupil Premium funding to engage NTP tutors to deliver small group tuition will support targeted children in making accelerated progress.</p>	<p>1, 2, 3</p>

<p>Academic Mentor</p>	<p>Research from the Education Endowment Fund shows that “Small group tuition has an average impact of four months’ additional progress over the course of a year.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Progress outcomes from 2020 and 21 are not available due to the impact of Coronavirus but progress outcomes in 2019 showed children classed as Disadvantaged at St Philip’s made average progress.</p> <p>Using Pupil Premium funding to recruit an Academic Mentor to deliver small group tuition will support targeted children in making accelerated progress.</p>	<p>1, 2, 3, 4,</p>
<p>Developmental Language Disorder Intervention</p>	<p>Effective Speech and Language support for children with SEN is vital in helping them to make accelerated progress. St Philip’s work to deliver a targeted, tailored intervention to children who have identified Speech and Learning needs</p>	<p>5</p>
<p>Targeted in class support/ interventions from year group teaching assistants for disadvantaged children not currently achieving the expected standard identified through Pupil Progress Meetings. This includes a specific focus on disadvantaged children who have SEND.</p>	<p>Staff working closely with the children are best placed to give immediate support and feedback to enable the children to fully access the curriculum. Some will deliver focused interventions or deliver activities in smaller groups/ 1:1. Research shows that teaching assistant interventions have a moderate impact for moderate cost based on moderate evidence (+4 months). The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 4, 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued funding of an Early Help/Pastoral member of staff enabling them to provide Early Help Interventions and Parental support. Including uniform grant, foodbank vouchers, referral to outside agencies e.g. Woodstreet Mission, Bread and Butter scheme, Summer holiday food packs, Christmas food hampers etc.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Social and emotional learning activities have been found to have a moderate impact for very low cost base on limited evidence (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3 and 5</p>

<p>After school clubs</p>	<p>Research by the National Foundation for Educational Research (NFER) shows that the impact of Coronavirus was bigger for children who are classed as disadvantaged with the gap on learning between them and other children growing between 2019 and 2021. Part of this will be the emotional and mental impact of coronavirus on these children.</p> <p>After school clubs are important in raising aspirations for children and providing them with positive experiences in school. St Philip's clubs are very well attended and the children uniformly report very positive feedback having attended them.</p>	<p>5</p>
<p>Breakfast clubs</p>	<p>A research report commissioned by the DfE "Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation" March 2017 stated that "breakfast clubs were perceived to improve concentration and behaviour in class and to improve punctuality for some pupils."</p> <p>St Philip's uses its Breakfast Club to target some children classed as Disadvantaged and give them a calm, positive start to the school day.</p>	<p>5</p>

Total budgeted cost: £105,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

As part of our wellbeing support over the past year, our family support worker was invaluable. Throughout the national lockdowns, she supported vulnerable children and families by phone, supported families to access online learning, delivered paper copies of work as needed, delivered food parcels and she made home visits as appropriate. Families requiring IT support to access remote learning were given advice and tuition.

During lockdowns throughout the year all TAs (unless medically advised not to do so) supported vulnerable children in school. All PP children were offered places in school during lockdown. TAs also supported vulnerable children in school who could not access remote learning. All actions supported the wellbeing of families with PP children.

We used a dedicated and experienced speech and language trained TA working with PP children every afternoon.

Pupil Premium funds subsidised a trip for Y6 children to Sale waterpark.

Phonics assessments were completed throughout the year when possible. Year 1 Phonics screen was completed in December 2020. End of year testing via Renaissance (maths and reading), and writing assessment was completed. Records were made of EAL assessment for all INA and children with EAL. Progress was recorded throughout the year.