

St Philip's Pupil premium strategy statement - 2021/22

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
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	

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 confirm 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. <i>See Appendix 1 – Pupil Premium Baseline Outcomes Jul 2021</i>
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. <i>See Appendix 2 – SEN/Pupil Premium Outcomes Jul 2021</i>

<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: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>“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>	1, 2, 3, 4
CPD – Team Teach	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.	5
CPD – Mental Health First Aid	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	5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP Tutoring	<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>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>	1, 2, 3
Developmental Language Disorder Intervention	<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>	5

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school clubs	Research by the National Foundation for Educational Research (NFER)	5

	<p>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>	
Breakfast clubs	<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>	5

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.

- 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

In Reading 89% of children who qualify for Pupil Premium either met or exceeded their attainment target, as assessed by teachers in the summer term. In Writing that figure is 97% and in Maths it is 89%

Staff report that this approach has enabled TAs to have a greater ownership of the interventions that they deliver and that, as a result, more of these interventions have been completed. Class teachers have responded well to the way that PPA is delivered and SLT have been able to slightly increase the amount of release time available to them due to the greater flexibility this approach offers.

- CPD – Team Teach

In the 2021/22 academic year to date there have been 191 recorded behaviour incidents. 33 children have been recorded in a single incident. 9 children have been recorded in two incidents and 3 children in three incidents. 7 children have been recorded in a significant number of incidents (128). 5 of these children have been identified with Special Educational Needs and all 7 have intensive support from staff across school.

While data for behaviour has been provided, it cannot be compared with last year as the 2020/21 academic year had periods where school was closed due to Covid lockdown. It also needs to be seen in the context of Covid and the school going through the first year without a national lockdown and a return to “normal” expectations.

Staff report that behaviour at St Philip’s continues to be very strong. Serious incidents are rare and the vast majority of children respond positively to behaviour intervention from staff.

- CPD – Mental Health First Aid

A member of staff has completed the Mental Health Training. Implementation of this training is still at an early stage but there has been a promising start. The school has started completing a school wide survey of children’s attitudes to school and themselves (Pupil Attitude to School and Self Survey - PASS). This will provide data that will help to support the school to track the impact of the Mental Health lead.

- NTP Tutoring

Further data to follow

- Developmental Language Disorder Intervention

2 children received this support in the 2021/22 academic year. 1 other child has been assessed as requiring this intervention but has not yet been allocated the relevant support in

order for the intervention to be carried out. 1 of these children qualifies for Pupil Premium and they are the child who has not yet been allocated resources. One of the other two children has made exceptional progress in Maths this year, with both hitting their teacher assessment targets in Reading, Writing and Maths. All 3 children remain significantly below age related expectations.

- After school clubs

In the Autumn term 122 children attended 11 different clubs. In the Spring term it was 137 children in 12 clubs and in the Summer term 145 children attended 12 clubs. Following over subscription in the Autumn term the way of allocating clubs was changed so that in the Spring and Summer term every child who requested to attend a club was allocated a place.

All teachers have delivered after school clubs this year. The clubs have been extremely popular and are regularly over subscribed. The school has also taken part in 2 sports fixtures against one other primary school.

- Breakfast Club

Breakfast Club has been in place throughout the academic year. It continues to be very popular among families at St Philip's and gives a large group of children a very good start to the school day.