

# St Philip's Pupil premium strategy statement - 2022/23

This statement details our school's use of pupil premium 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	208 <sup>1</sup>
Proportion (%) of pupil premium eligible pupils	36.06% <sup>1</sup>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 <i>Year 2 of a 3 year strategy</i>
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Gavin Shortall
Pupil premium lead	Sandra Jamieson
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,515
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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<sup>1</sup> Information taken from [DfE information](#)

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We have considered the challenges faced by disadvantaged and vulnerable pupils, such as those who have a social worker and young carers. At St Philip's these barriers include: high numbers of children eligible for Pupil Premium Grant who also have SEND needs, low levels of resilience and confidence in some children, lack of opportunities in their home life to access enrichment facilities, a high number of disadvantaged children with English as an additional language. The effects of missing two prolonged periods of time in school during two lock downs and the effect this has had on both their own and their families' mental health and emotional wellbeing is also an issue. There has also been an increase in financial and housing issues and support needed for parents

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. At St Philip's this takes the form of high quality whole class teaching and high quality small group and one to one catch up booster work. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We intend our approach to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and that we will not make assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will endeavour:

- 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

## 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 shows lower levels of attainment for disadvantaged children compared to non-disadvantaged.
2	There is a likelihood that disadvantaged children who joined the school in Reception in September 2021 and September 2022 will have lower levels of attainment than non-disadvantaged. <i>Reception baseline assessment analysis will be used to confirm this.</i>
3	High numbers of children eligible for PPG who also have SEND needs.
4	High numbers of children eligible for PPG who have English as an additional language.
5	Levels of resilience and confidence on their own ability are lower for some children eligible for PPG
6	Since spring 2019 almost all children missed two prolonged periods of time in school during two lockdowns and pod 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.
7	Children's social, emotional and mental health and health will have been affected by the Covid pandemic, the children may have suffered hardships as a result of the pandemic due to family circumstances such as bereavement, financial loss, ill health, parental mental health etc

## 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.
Levels of resilience, confidence and independence are improved in children eligible for PPG	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.
Increased parental engagement- Parental mental health, finances, parenting skills, housing support etc is supported through Early Help model. This process is reviewed regularly.	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.
Children who are eligible for pupil premium receive increased enrichment and first hand experiences, leading to a greater engagement in learning.	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.

## 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: £79,000

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
The use of 2 members of staff to deliver small group booster catch up sessions to ensure disadvantaged children are effectively challenged and master skills in Reading, Writing and Maths through quality first teaching and small group tuition with an experienced teacher.	<p>“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds” <a href="#"><u>Sutton Trust Report: Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011</u></a></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>	1, 2, 3, 4, 5, 6

	<p><a href="#">Research shows small group tuition has a moderate impact</a> for a low cost (+4 months) based in moderate evidence.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Pupil Premium funding is used to subsidise the cost of Teachers, enabling the school to retain the staff members who deliver booster interventions to disadvantaged children.</p>	
Mental Health support across school – Mental Health Lead	<p><a href="#">Research by the National Foundation for Educational Research (NFER) shows that the impact of Coronavirus was bigger for children who are classed as disadvantaged</a> 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 has taken 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>	5,6,7
The use of additional staff members to deliver small group and one to one support to children who are disadvantaged and have SEND. This is to ensure that these children are effectively challenged and make progress in Reading, Writing and Maths through quality first	<p>"The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds" <a href="#">Sutton Trust Report: Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011</a></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</p>	1, 2, 3, 4, 5, 6

teaching and small group work in a way that takes into account and provides support for their SEND.	<p>high quality, supporting accelerated progress.</p> <p>The Education Endowment Foundation have published five <a href="#">evidence-based strategies</a> to support high-quality teaching for pupils with SEND. The recruitment, albeit on a supply basis, of additional adults enables us to put into place these strategies when appropriate, effectively supporting disadvantaged children who have SEND.</p> <p>Pupil Premium funding is used to subsidise the cost of TA Supply SEN cover, enabling the school to have the level of TA support necessary to provide this support.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering small group tuition in Reception, KS1 and 2, delivered by an Academic Mentor, supplied through the National Tutor Program	<p><a href="#">Research shows that Early Maths approaches</a> have a very high impact for a very low cost based on extensive evidence (+6 months)</p> <p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes.</p> <p><a href="#">Research shows that Early Literacy approaches</a> have moderate impact for a</p>	2, 3, 4, 5, 6, 7

	<p>very low cost based on moderate evidence (+4 months)</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p>	
Developmental Language Disorder Intervention	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	5

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

Budgeted cost: £12,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school clubs	<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>	5



<p>Interventions and activities to promote Mental Health and Wellbeing and social and emotional learning e.g breakfast club, Nurture Group, support from outside agencies, Early Help.</p>	<p><a href="#"><u>Social and emotional learning activities have been found to have a moderate impact</u></a> for very low cost base on limited evidence (+4 months)</p> <p><a href="#"><u>Evidence shows that nationally children's mental health and wellbeing issues are increasing</u></a>. Some disadvantaged children are at higher risk of vulnerability to this. Many disadvantaged families have EHA/CIN/CP/LAC/ CAMHS involvement. School is in an area of high deprivation.</p> <p>The <a href="#"><u>Covid pandemic</u></a> has added to pressures for families and many children have suffered physically and mentally due to hardships caused by prolonged periods away from school, peers and extended family support. Some families have also suffered family bereavements.</p> <p>Pupil Premium funding is used for resources to support families in this area. It is also used to subsidise breakfast club for targeted children and to subsidise the cost of Education Support Staff, enabling the school to retain a staffing level that enables it to support children in these areas responsively at different times.</p>	<p>1,2,3,4,5,6,7</p>
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**Total budgeted cost: £103,515**

## 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 2021 to 2022 academic year.

***St Philip's have had 77 children who qualify for Pupil premium in the 2021/22 academic year, which is 37.2% of the school population.***

***66 of these children are in KS1 or KS2, which is 37% of those key stages.***

- 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

49 children who are Pupil Premium have had 15 hours of tutoring this year.

These include:

1 x LAC (also SEND)

1 x CIN

5 X SEND

This means that 74.2% of children who qualify for Pupil Premium have received targeted support.

This support has been in reading, phonics, writing and numeracy.

- 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 oversubscribed. 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.

Through this club the school offered a free breakfast to families who experienced hardships or required a little more support than usual. At the moment ten children have a free breakfast daily and of those, seven are PP.