



1. Summary Information					
<b>School</b>	St. Philip's RC Primary School				
<b>Academic Year</b>	2019 - 20	<b>Total PP budget</b>	£45,396	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	367	<b>Number of pupils eligible for PP</b>	36	<b>Date for next Strategy Review</b>	September 2020

2018-19 Outcomes - *Based on the outcomes of 6 children eligible for PP Funding		
Headline Measure	Pupils eligible for PP (6 pupils)	Pupils not eligible for PP (43 pupils)
% Achieving national standard in reading, writing & maths	50%	86%
% Achieving the higher standard in reading, writing and mathematics	0%	19%
Pupils' progress score in reading	0.6	1.2
Pupils' progress score in writing	3.5	2.2
Pupils' progress score in mathematics	2.0	2.2
Pupils' average scaled score in reading	100	106
Pupils' average scaled score in mathematics	102	107

1. Barriers to future attainment	
<b>Internal barriers</b> (issues which require action by the school:	
<b>A</b>	Maintaining progress rates regardless of prior attainment band.
<b>B</b>	Lack of participation in and opportunities to experience out of the classroom learning.
<b>C</b>	Developing communication skills
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)	
<b>D</b>	Lack of involvement in school by some families
<b>E</b>	Limited cultural and educational experiences beyond the curriculum

<b>F</b>	Gap between attendance and punctuality of those eligible for FSM and non FSM
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<b>1. Outcomes</b>		<b>Success criteria</b>
<b>In-school barriers</b>		
<b>A</b>	Ensuring that all pupil premium children make the necessary progress in order to reach the expected standard at the end of each Key Stage.	Good progress and attainment above national expectations achieved for PP learners regardless of their prior attainment bands.
<b>B</b>	Participation in extra-curricular learning.	Pupils to take part in extra-curricular learning through clubs, apps and out of classroom learning.
<b>C</b>	Development of communication skills.	Pupils to express their emotions and communicate confidently in different social situations.
<b>External barriers</b>		
<b>D</b>	More involvement in school by some families	Increased parental involvement and support in learning activities at home/school. Good attendance at parent workshops/parents evening etc.
<b>E</b>	More cultural and educational experiences beyond the curriculum	Pupils to experience a range of diverse additional activities aimed to broaden horizons and inspire future study.
<b>F</b>	Gap between attendance of those eligible for FSM and non FSM	To improve attendance levels and punctuality of PP pupils so that they are more closely aligned with the rest of the school.

## 2. Plan including actions, expenditure and review dates 2019-20

Barrier	Chosen action/approach	Rationale and evidence behind this approach	What will you do and how will you ensure it is implemented well?	Staff Lead	Cost (approx.)	Review
A	To provide additional targeted teaching, booster groups, revision groups, homework groups and other interventions in reading, writing and mathematics. To ensure appropriate starting points in learning and challenge within every lesson.	Continued challenge to ensure pupils reach expected standards in end of key stage assessments.	-Investment in ICT equipment and infrastructure to support online learning and homework club. Subscription to Easi Maths, Spelling Shed and Times Tables Rockstars to support homework. -Flexible approach to timetabling to facilitate short interventions across year groups. -Continue to ensure individual learning is targeted using Success Criteria each lesson. -Continue to teach mathematics in smaller class and single year groups. -Booster groups identified and implemented. -Homework club set up to provide opportunity for support. -Assessment data to be utilised to carefully monitor and track progress. Action Plans made termly. -Pupil/mentor meetings to take place to set individual targets and review outcomes.	All staff, including phase leaders and core subject coordinators.	Staffing (to maintain low KS1 class numbers and single age teaching of Maths - £35,300 EasiMaths - £640 Spelling Shed – Times Tables Rockstars – £159.60	Termly
B/E	Facilitate and contribute towards the cost of additional cultural or educational experiences	Increasing % of disadvantaged children having limited additional opportunities.	-Extra-curricular trips planned for each class throughout the year -Before and after school clubs organised throughout the year -Sports Coach to provide dinner time clubs -Sports Coach to use minibus to take children to training ground before athletics competitions. -Minibus to be used for extra-curricular opportunities for different topics covered, e.g. Manchester museum for history topic on	All Staff Subject Leaders	LAC- trips and residential – £2000	Termly

			<p>Ancient Egypt</p> <ul style="list-style-type: none"> <li>-Lledr Hall residential booked for July for all Year 6 children</li> <li>-Opportunity for all children to see a pantomime in December.</li> </ul>			
C	Provide activities and opportunities for pupils to develop their vocabulary and communication skills.	Increasing number of children with poor vocabulary. High % of PP children struggling with communication.	<ul style="list-style-type: none"> <li>-SIP target – focusing of widening children’s vocabulary.</li> <li>-Implementation of Close Reading which promotes the importance of discussion.</li> <li>-Vocab Ninja used and many lessons to focus on topic vocabulary.</li> <li>-Opportunities for Pupil Voice throughout the year – House Captains, Prefects, Mission Team, School Councillors etc.</li> <li>-Pupil Liaison Officer timetabled to develop social skills and provide an opportunity to communicate their own wellbeing.</li> </ul>	All Staff	£4800 (Caron D)	Termly
D	Provide opportunities for parents develop links between home and school.	Significant % of disadvantaged pupils identified as having limited support at home	<ul style="list-style-type: none"> <li>-Meetings held for parents, e.g. SATs Meeting, Phonics workshop, Maths workshop etc. These will provide opportunities to ask questions and develop strategies to be used at home.</li> <li>-Showcasing of events and achievements through social media and further opportunities to share and link with parents.</li> <li>-Parents Evenings</li> </ul>	All Staff	£500	Half-Termly
F	EWO to work with individual pupils, staff and parents to try to secure the best outcomes for pupils.	Persistent gap between attendance of those eligible for FSM and non FSM.	<ul style="list-style-type: none"> <li>Close monitoring of attendance figures and rigorous record keeping.</li> <li>Letters to update parents of attendance figures that fall below target.</li> <li>Meetings with parents. Build on the SLA with EWO.</li> <li>Involvement of outside agencies.</li> </ul>	J Barrett S. Aldred C. Davies E Clayton	£2024 (EWO SLA)	Half termly

3. Termly Review Information		
December 2019	March 2020	July 2020

**Outcomes (to be completed September 2020)**

4. KS2 Attainment of pupils 2020 – to be completed September 2020		
Headline Measure	Pupils eligible for PP ( pupils)	Pupils not eligible for PP ( pupils)
% Achieving national standard in reading, writing & maths	%	%
% Achieving the higher standard in reading, writing and mathematics	%	%
Pupils’ progress score in reading	%	%
Pupils’ progress score in writing	%	%
Pupils’ progress score in mathematics	%	%
Pupils’ average scaled score in reading	%	%
Pupils’ average scaled score in mathematics	%	%

<u>Attainment of Reception Children in 2020</u>	Pupils eligible for PP ( pupils)	Pupils not eligible for PP (41 pupils)
GLD	%	%

<u>Phonics Screening 2020</u>	Pupils eligible for PP (Year 1 - pupils) (Year 2 resit- pupils)	Pupils not eligible for PP (Year 1 - pupils) (Year 2 resit – pupils)
Year 1	%	%
Year 2	%	%

<b>Year 2 – Key Stage 1 Assessments 2020</b>	<b>Pupils eligible for PP ( pupils)</b>	<b>Pupils not eligible for PP ( pupils)</b>
% achieving Reading standard	%	%
% achieving Writing standard	%	%
% achieving Maths standard	%	%
% achieving Read, Write and Maths standard	%	%

