



1. Summary Information					
School	St. Philip's RC Primary School				
Academic Year	2020- 21	Total PP budget	£50299	Date of most recent PP Review	September 2020
Total number of pupils	364	Number of pupils eligible for PP	44	Date for next Strategy Review	September 2021

2019 Most recent outcomes - *Based on the outcomes of 6 children eligible for PP Funding No National assessment data for 2020		
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	
Internal barriers (issues which require action by the school:	
A	Maintaining progress rates regardless of prior attainment band.
B	Provide targeted support to close any gaps in learning resulting from National school closure. (Mar-June 2020)
C	Developing communication skills
External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)	
D	Lack of involvement in school by some families
E	Participation in extra-curricular learning.

F	Gap between attendance and punctuality of those eligible for FSM and non FSM
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1. Outcomes		Success criteria
In-school barriers		
A	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	Provide targeted support to close any gaps in learning resulting from National school closure. (Mar-June 2020)	Gaps in learning effectively identified through assessment. Pupils access a 'Quality First' curriculum and any additional needs met through the 'plan, do and review' cycle.
C	Development of communication skills.	Pupils to express their emotions and communicate confidently in different social situations.
External barriers		
D	More involvement in school by some families	Increased pupil and parental involvement and support in learning activities at home/school, including periods of enforced isolation. Good home/school communication.
E	Participation in extra-curricular learning.	Pupils to take part in extra-curricular learning through clubs, apps and out of classroom learning.
F	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 2020-21

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/B	<p>To provide additional targeted teaching, booster groups, revision groups, homework groups and other interventions in reading, writing and mathematics.</p> <p>To ensure appropriate starting points in learning and challenge within every lesson.</p>	Continued challenge to ensure pupils reach expected standards in end of key stage assessments.	<p>-Investment in ICT equipment including Chromebooks and infrastructure to support online/ homelearning. Subscription to Easi Maths, Spelling Shed, Times Tables Rockstars, Reading Planet, Tapestry and DFE Cloud based learning etc.</p> <p>-Flexible approach to timetabling to facilitate short interventions across year groups.</p> <p>-Continue to ensure individual learning is targeted using Success Criteria each lesson.</p> <p>-Continue to teach mathematics in smaller class and single year groups.</p> <p>-Additional class and additional teacher employed/set up to reduce class sizes and facilitate targeted support.</p> <p>-Intervention groups identified and implemented.</p> <p>-Google classrooms set up and Tapestry in EYFS to facilitate communication/homelearning.</p> <p>-Assessment data utilised to carefully monitor and track progress. Action Plans made termly.</p> <p>-Pupil/Teacher meetings to take place to set individual targets and review outcomes.</p>	All staff, including phase leaders and core subject coordinators.	<p>Staffing (to maintain low class numbers and single age teaching of Maths –</p> <p>£19.915</p> <p>£1888.80</p> <p>EasiMaths - £640</p> <p>Spelling Shed £250</p> <p>Times Tables Rockstars - £162.10</p> <p>White Rose Maths £139</p> <p>Phonics Play £100</p>	Termly
E	Facilitate and contribute towards the cost of additional educational experiences including online	Increasing % of disadvantaged children having additional opportunities.	<p>-Extra-curricular trips planned for each class throughout the year.</p> <p>-Sports Coach to provide dinner-time clubs.</p> <p>-Minibus used for extra-curricular opportunities for different topics covered, e.g.</p>	All Staff Subject Leaders	£2500	Termly

	learning/access to IT.	Bridge gaps produced by lack of technology/support at home.	trips locally. Chromebooks purchased for loan in event of 'bubble closure'. Inclusion in virtual events/new initiatives. Prominent roles in classrooms. Investment in Chromebooks and IT.			
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.	-SIP target – focusing of widening children’s vocabulary. -Implementation of Close Reading which promotes the importance of discussion. -Vocab Ninja used and many lessons to focus on topic vocabulary. -Opportunities for Pupil Voice throughout the year – House Captains, Mission Team, School Councillors etc. Online communication-Google classroom/videos/virtual events.	All Staff	CPD £800 Welcomm £1,000	Termly
D	Provide opportunities for parents develop links between home and school.	Significant % of disadvantaged pupils identified as having limited support at home	-Meetings held for parents (online virtually if required), e.g. SATs Meeting, Phonics workshop, Maths workshop etc. These will provide opportunities to ask questions and develop strategies to be used at home. -Showcasing of events and achievements through social media and further opportunities to share and link with parents. -Virtual Parents Evenings meetings -Google classroom/Tapestry supporting homelearning -Parent questionnaire/feedback	All Staff	Tapestry £178 School Cloud £548	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.	Close monitoring of attendance figures and rigorous record keeping. Letters to update parents of attendance figures that fall below target. Meetings (including virtually) meetings with parents. Build on the SLA with EWO.	J Barrett S. Aldred C. Davies E Clayton	£2023 (EWO SLA)	Half termly

			Involvement of outside agencies.			
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3. Termly Review Information		
December 2020	March 2021	July 2021

Outcomes (to be completed September 2021)

4. KS2 Attainment of pupils 2020 – to be completed September 2021		
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 2021</u>	Pupils eligible for PP (pupils)	Pupils not eligible for PP (41 pupils)
GLD	%	%

<u>Phonics Screening 2021</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	%	%

Year 2 – Key Stage 1 Assessments 2021	Pupils eligible for PP (pupils)	Pupils not eligible for PP (pupils)
% achieving Reading standard	%	%
% achieving Writing standard	%	%
% achieving Maths standard	%	%
% achieving Read, Write and Maths standard	%	%

