



# Pupil premium strategy statement – St. Philip's RC Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	14% (49 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ruth McNamara (Headteacher)
Pupil premium lead	Ruth McNamara
Governor / Trustee lead	Claire Knight

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,064
Recovery premium funding allocation this academic year	£3,046
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£73,110</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils strive to achieve their full potential and make full use of their God given talents. We strive to ensure our children feel happy, secure, included, and valued. We build resilience, self-belief and self-confidence so that learning is something in which every child can succeed.

We want our pupils to receive a skills and knowledge based curriculum, matched to their needs, which inspires a love of learning and allows pupils to experience success at school and at home.

Our priority is always to provide high quality first teaching and ensure that all staff receive continued professional development. The focus of our pupil premium strategy is to support disadvantaged pupils, working at all levels, to achieve the high aspirations which we set for them.

Our strategy makes full use of recovery and tutoring funding to enable outstanding classroom practitioners, who have secure knowledge of the needs of our pupils, to lead bespoke tutoring to those children, including the disadvantaged, who have been the worst affected by the global Covid-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We will fully utilise the excellent links that we have with our families to ensure that pupils leave our school fully equipped with the knowledge and skills required for the remainder of their education.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment data indicates that many of those eligible for Pupil Premium have been affected to a greater degree by the closure of schools during the pandemic. This has resulted in fundamental gaps in some pupils' knowledge and skills and are therefore not working at age-related expectations for their year groups.

2	There has been a significant increase in the number of pupils who are presenting with personal, social, and emotional health challenges, particularly amongst those eligible for Pupil Premium.
3	There is an increasing demand for additional provision for children who have speech, language and communication barriers in Early Years and Key Stage 1. Assessments and observations indicate that an increasing number of pupils are entering school with underdeveloped language and communication skills. This is particularly evident in the Early Years and is more prevalent among our disadvantaged pupils than their peers.

## 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
Ensuring that all pupil premium children make the necessary progress to reach the expected standard at the end of each Key Stage.	Good progress and attainment above national expectations achieved for Pupil Premium learners regardless of their prior attainment bands.
Provide targeted support to 'keep up' and close any gaps in learning.	Gaps in learning effectively identified through assessment. Pupils access a 'Quality First' curriculum. Additional needs met through the SEND 'plan, do and review' cycle.
Provide quality first provision in EYFS and KS1 to ensure communication and language skills improve for all children, including those eligible for pupil premium funding.	Early identification of speech, language and communication barriers. Pupils access quality first provision and interventions. CPD provided for staff to improve quality interactions and a language rich environment.
For improved health and wellbeing for all pupils, including those eligible for Pupil Premium, so they can achieve better academically and enjoy greater success. To ensure all children, particularly our disadvantaged pupils, have the opportunity to develop the skills and knowledge they need to thrive now and in the future.	All children, including those eligible for Pupil Premium, to access a PSHE programme to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing, informed decision making and change. School will have a trained Mental Health Lead teacher. Targeted support available for pupils who have been identified as requiring additional provision to support their social and emotional wellbeing.

Participation in extra-curricular learning, including activities that will boost social and emotional wellbeing.	Pupils to take part in extra-curricular learning through clubs, apps and out of classroom learning. Wider experiences and performance, celebrating talents. Disadvantaged pupils will be encouraged and supported to participate.
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## 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: £29,337,20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Avoid mixed age teaching in F.S. and KS1 and ensure single age teaching of Mathematics in KS2</p> <p>Employ additional teachers to teach Mathematics to single age year groups and to deliver keep up and booster sessions.</p>	<p>Allows for: Greater collaborative learning at F.S. despite the restrictions of the school building (+5 EEF Teaching and Learning Toolkit). <a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Provides flexibility in teaching, allowing staff absences to be covered by high quality school-based teaching staff.</p> <p>Allows the school approach to mastery and the teaching of CPA (concrete, pictorial and abstract) to be more effective across all classes and year groups and not hindered by mixed age teaching (+5 EEF Teaching and Learning Toolkit). <a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Oral Language assessments and interventions in EYFS. (WellComm/Enha</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress over the course of a year. (+6EEF Teaching and Learning Toolkit) <a href="#">Oral language interventions   EEF</a></p>	3

<p>anced Speech and Language Programme)</p> <p>Embed speech and language activities across the EYFS curriculum. (These activities will emphasise the importance of spoken language and verbal interaction in the classroom. They will support pupils to articulate key ideas, consolidate understanding and extend vocabulary).</p> <p>Purchase resources and staffing through the enhanced speech and language service.</p> <p>Source professional support and fund ongoing teacher training and release time for this.</p> <p>Staffing resource to deliver the intervention programmes.</p>	<p><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.  <a href="http://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Approaches that focus on speaking, listening and a combination of the two, all show positive impacts on attainment.</p> <p>Studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts. (EEF Teaching and Learning Toolkit)  <a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>External Writing Moderation CPD for staff</p> <p>CPD Writing Toolkit Training for EYFS/KS1/KS2</p>	<p><a href="http://d2tic4wvo1iusb.cloudfront.net">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	<p>1</p>

Purchase Chrome Books for upper KS2 pupils to access at all times 1:2 to enhance and support high quality teaching and learning.	<a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Digital_Technology_Summary_of_Recommen_dations.pdf">EEF Digital Technology Summary of Recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £22,815.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a programme of tuition and additional targeted teaching, booster groups, revision groups, homework groups and other interventions in reading, writing and mathematics. *Delivered by experienced school staff with knowledge and understanding of pupils' needs.</p> <p>Tuition is based on clear diagnostic assessment to inform short, focussed interventions.</p>	<p>Impact of small group tuition, combined with focused and specific information taken from diagnostic tests (+4 EEF Teaching and Learning Toolkit). <a href="https://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p> <p>Available for all KS2 children, including Pupil Premium.</p>
<p>4 hours per week of 1-1 reading sessions with phonetically decodable reading books, to improve decoding skills, fluency and</p>	<p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions should improve decoding skills more quickly for pupils who have experienced</p>	<p>1</p> <p>EYFS/ KS1 pupils, including those eligible for Pupil Premium.</p>

<p>comprehension skills.</p>	<p>these barriers to learning. (EEF Teaching and Learning Toolkit) <a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The phonetically decodable reading books will link to the learning being taught in Phonics sessions. Evidence suggests that tuition is more likely to make an impact if it is additional to, and explicitly linked with normal lessons. (EEF Teaching and Learning Toolkit) <a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>SAL Teaching Assistant to deliver frequent SALT /WellComm interventions sessions to all pupils who require them, including those eligible for pupil premium funding.</p> <p>Purchase resources and CPD offer from the Enhanced Speech and Language service. Renew current subscription to Wellcomm Speech &amp; Language Toolkit for assessing speech and language skills.</p>	<p>Studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts. (EEF Teaching and Learning Toolkit)</p> <p>There is also a strong evidence base that suggests oral language interventions and high-quality classroom discussion are inexpensive to implement with high impacts.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p> <p>EYFS/ KS1 pupils, including those eligible for Pupil Premium.</p>

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

Budgeted cost: £20,957.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PSHE subject lead to continue to develop a whole school approach to mental health and wellbeing.</p> <p>Embed the PSHE programme. Provide SEL skills training and support to all school staff.</p> <p>Teach SEL skills explicitly to all pupils. Integrate and model SEL skills through everyday teaching.</p> <p>Provide targeted support, for all pupils and families who require additional SEL support, through the role of a pastoral support staff member.</p> <p>Access professional support and bespoke programmes to provide effective and appropriate targeted support for pupils who require it. (EP Rainbows PIT Team)</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 approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (+4 EEF Teaching and Learning Toolkit).  <a href="https://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Being able to effectively manage emotions will be beneficial to children and young people, even if it does not translate to reading or maths scores.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>2</p>



Jigsaw PSHE association)	Teacher preparedness and enthusiasm for SEL are associated with better outcomes <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	
Invest in external specialist provision within music and the visual and performing arts to 're-engage' children in collaborative working and a wider creative and cultural educational experience.	Impact of collaborative approaches (+5 EEF Teaching and Learning Toolkit) Widen the range of opportunities for children to experience excellent and success with the curriculum. <a href="https://www.educationendowmentfoundation.org.uk/Teaching-and-Learning-Toolkit-EEF">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
Develop and offer a wide range of high-quality extra-curricular activities that boost social and emotional wellbeing. Disadvantaged pupils will be encouraged and supported to participate.	Impact of collaborative approaches (+5 EEF Teaching and Learning Toolkit) Widen the range of opportunities for children to experience excellent and success with the curriculum. <a href="https://www.educationendowmentfoundation.org.uk/Teaching-and-Learning-Toolkit-EEF">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	1,2  For the benefit of all children, including those who are eligible for Pupil Premium

**Total budgeted cost: £73,110.00**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

This section details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

### **Challenge 1 – Attainment of children eligible for pupil premium**

Pupil Premium funds enabled the school to maintain its commitment to single-aged maths throughout the academic year. This allowed the school approach to mastery and the teaching of CPA (concrete, pictorial and abstract) to be more effective across all classes. It also reduced class sizes for maths significantly in KS2 with many pupils being taught in groups of fewer than 20 daily for mathematics.

Pupil Premium funds also enable our staffing structure to allow for 5 hours of weekly tuition from September - June to take place for Year 5 and Year 6 pupils which is in addition to their daily core curriculum lessons.

Pupil Premium funds have been utilised to provide 4 hours per week of 1-1 KS1 reading sessions with phonetically de-codable reading books, to improve de-coding skills, fluency and comprehension skills.

The information below outlines our EYFSP, Phonics, KS1 and KS2 outcomes for core subjects, for all pupils who attend our school, based on summer diagnostic tests and teacher assessments.



End of year 2022/2023 assessments indicate that the performance of our disadvantaged pupils was good and progressing well towards our 2024 target. The information in the table below outlines the attainment for our disadvantaged pupils and when compared to schools nationally.

<i>Expected Levels of Development 2022/2023 for Disadvantaged Pupils</i>		
<i>Year Group</i>	<i>School</i>	<i>National</i>
<i>Reception GLD – 5 pupils</i>	<i>60%</i>	<i>50%</i>
<i>Year 1 Phonics Screening Check – 9 pupils</i>	<i>67%</i>	<i>67%</i>
<i>Year 2 – KS1 SATs – 5 pupils</i>	<i>Reading - 80%</i> <i>Writing – 40%</i> <i>Maths – 80%</i>	<i>54%</i> <i>45%</i> <i>56%</i>
<i>Year 6 – KS2 SATs – 6 pupils</i>	<i>Reading- 67%</i> <i>Writing – 67%</i> <i>Maths- 100%</i>	<i>60%</i> <i>58%</i> <i>59%</i>

**Challenge 2 - Improved health and wellbeing for all pupils, including those eligible for Pupil Premium.**

All children, including those eligible for Pupil Premium, accessed a PSHE programme to develop the skills and knowledge they need to thrive now and in the future. This programme includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing, informed decision making and change.

School now has a trained DfE Mental Health Lead teacher who identifies and organises targeted provision for identified pupils who require additional provision to support their social and emotional wellbeing.

Rainbows bereavement group has been led by trained members of staff for identified pupils who have experienced loss in their lives. Lego therapy training has been undertaken by staff and sessions have been led for identified pupils.

Pastoral support continues to take place and identified pupils have weekly wellbeing check in sessions – a time where they can talk and reflect.

External dance, art and music specialists were brought into school and pupils from Year 1 -6 experienced units of teaching in these areas. All pupils eligible for pupil

premium funding participated in a whole school Dance Evening Performance and in a Whole School Musical Evening Performance.

Extra-curricular opportunities were offered to all pupils, and pupil premium children were targeted to take participate. All our children eligible for pupil premium attended an after-school club.

All our pupils participated in a 20-minute lunchtime activity to promote collaborative teamwork and physical health and wellbeing. All KS2 children eligible for pupil premium represented the school at an external sporting event.

**Challenge 3 – Improved communication and language skills for EYFS and KS1 pupils, who are eligible for pupil premium.**

Data, including EYFSP, WellComm and teacher assessments, indicates that our pupils who are eligible for pupil premium are making good progress in their communication and language. Gaps that had widened due to disrupted education are narrowing. 80% (4 out of 5 pupils) of our disadvantaged pupils achieved a good level of development in their communication and language.

## Externally provided programmes

Programme	Provider
Enhanced Speech and Language Programme	Salford LA/NHS
WellComm	WellComm
Rainbows Bereavement Programme	Rainbows Bereavement
Dance Specialist	Angie Pierre Lewis Dance
Music Specialist	MAPAS
Art Specialist - Clay Artist	Andrew Hill
PSHE Curriculum Scheme	Jigsaw
Maths Keep Up Intervention	Maths.co.uk

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

n/a

<b>The impact of that spending on service pupil premium eligible pupils</b>
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n/a
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