



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

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	361 on roll including Nursery
Proportion (%) of pupil premium eligible pupils	14.96% (54)
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027 Reviewed annually (next review: Sept 2025)
Date this statement was published	20 th December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ruth McNamara (Headteacher)
Pupil premium lead	Ruth McNamara
Governor / Trustee lead	Clare Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,960 £382 EYFS
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,304.81
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£84,646.81

Pupil premium Long term Strategy Plan 2024- 2027

Statement of intent

Our ultimate objective for all pupils, particularly those who are disadvantaged, is to ensure that they reach their full potential and make the most of their God-given talents. We aim to create an environment where every child feels happy, secure, valued, and included, while building resilience, self-belief, and confidence. We want learning to be a pathway to success for every child, both at school and at home, enabling them to thrive academically and personally.

Our current pupil premium strategy is designed to support disadvantaged pupils, helping them to overcome barriers to learning and achieve the high aspirations we set for them. By focusing on providing high-quality teaching, targeted interventions, and a curriculum tailored to the specific needs of our pupils, we ensure that all students, regardless of background, can experience success.

The key principles of our strategy include:

1. **High-Quality Teaching:** Our priority is always to provide excellent, first-rate teaching in every classroom. This includes ensuring that all staff have access to ongoing professional development to continually improve their practice and meet the needs of all pupils.
2. **Targeted Support:** The strategy makes full use of Pupil Premium funding to provide tailored support for pupils, including the disadvantaged, who have been most affected by the disruption caused by the global Covid-19 pandemic. This support includes bespoke tutoring led by skilled practitioners with a deep understanding of our pupils' needs, particularly disadvantaged pupils.
3. **Responsive and Data-Driven Approach:** Our approach is based on robust diagnostic assessments, not assumptions. We aim to respond to both common challenges and individual needs, ensuring that each pupil receives the right level of support at the right time.
4. **Partnership with Families:** We recognise the importance of working closely with families to address barriers to learning and ensure that pupils have the necessary resources and support both at school and at home. This collaboration helps equip pupils with the knowledge and skills they need to succeed throughout their education and beyond.

Through these principles, we are committed to ensuring that disadvantaged pupils not only catch up but thrive, leaving our school fully equipped for the next stages 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 shows that pupils eligible for Pupil Premium have been more significantly impacted by school closures during the pandemic. This has led to gaps in their knowledge and skills, causing many to fall behind age-related expectations, as confirmed by both our observations and national studies.
2	There has been a significant rise in personal, social, and emotional health challenges, especially among Pupil Premium pupils. Assessments, observations, and discussions with pupils and families have identified various social and emotional issues, which have been exacerbated by the absence of enrichment opportunities during school closures, with disadvantaged pupils being particularly affected.
3	Assessments indicate that disadvantaged pupils are particularly affected by challenges in early reading and phonics. This struggle negatively impacts their reading fluency, stamina, and overall reading development.
4	There is an increasing demand for additional support for children with speech, language, and communication barriers in Early Years and Key Stage 1. Assessments show that more pupils are entering school with underdeveloped language skills, particularly in the Early Years, with disadvantaged pupils being more affected 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
Improved attainment in Reading, Writing and Mathematics for all pupils, including pupils eligible for Pupil Premium.	Ensuring all pupils, including those eligible for Pupil Premium, reach their full potential, with at least 90% of disadvantaged pupils making necessary progress to meet the expected standard in Reading, Writing, and Mathematics by the end of Key Stage 2.
Improved and sustained health and wellbeing for all pupils, including those eligible for Pupil Premium, to support better academic achievement and enjoy greater success.	Improved and sustained wellbeing will be evidenced by: <ul style="list-style-type: none">Increased participation in social and emotional learning activities and support programmes.

	<ul style="list-style-type: none"> • Positive feedback from pupils, families, and staff regarding emotional well-being, including reduced incidents of negative behaviour. • Fewer pupils showing signs of emotional issues. • Increase in participation of enrichment opportunities. • Evidence of enhanced peer relationships and positive classroom interactions.
All pupils, including disadvantaged pupils, will make significant progress in early reading and phonics.	<ul style="list-style-type: none"> • Improvement in phonics screening and reading assessments, showing a reduction in the gap between disadvantaged pupils and their peers. • Increased fluency and stamina in reading, evidenced by regular reading assessments.
Improved communication and language skills for all children, including those eligible for pupil premium funding.	<ul style="list-style-type: none"> • Pupils show measurable progress in language development through assessments, with improved communication skills in both social and academic contexts. • More pupils demonstrate age-appropriate language skills by the end of Key Stage 1. • Fewer pupils require additional intervention for speech and language issues as the year progresses. • Pupils actively participate in class discussions, demonstrating confidence in their ability to communicate.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** 2024/2025 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£64,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Avoid mixed age teaching in EYFS and KS1 and ensure single age teaching of Mathematics in KS2.</p> <p>Employ an additional teacher to deliver Mathematics to single age year groups and to deliver keep up and booster sessions.</p>	<p>Allows for:</p> <p>Greater collaborative learning at F.S. despite the restrictions of the school building (+5 EEF Teaching and Learning Toolkit).</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Provides flexibility in teaching, allowing staff absences to be covered by high quality school-based teaching staff so children receive quality first teaching.</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).</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Employ teaching assistants to carry out focused intervention programs to improve pupil progress.</p>	<p>Making Best Use of Teaching Assistants EEF</p> <p>EEF recommendations for making the best use of teaching assistants are embedded to maximise impact.</p> <p>Making Best Use of Teaching Assistants EEF</p> <p>EEF guidance is based on evidence based research.</p>	1 3
<p>Purchase and maintain Chromebooks to ensure a 1:2 device-to-student ratio for Years 4 to 6, enhancing access to technology, supporting high-quality teaching, and enriching learning experiences.</p>	<p>EEF recommendations for using digital technology to improve learning are embedded to maximise impact.</p> <p>Using Digital Technology to Improve Learning EEF</p> <p>EEF guidance is based on evidence based research.</p> <p>Using Digital Technology to Improve Learning EEF</p>	1 3
<p>Provide ongoing professional development (CPD) for staff to ensure they are fully equipped with the skills, knowledge, and strategies necessary to deliver high-quality,</p>	<p>EEF recommendations for effective professional development are embedded to maximise impact.</p> <p>Effective Professional Development EEF</p> <p>EEF guidance is based on evidence based research.</p>	1 2 3 4

inclusive teaching that meets the needs of all pupils.	Effective Professional Development EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase the Reading Plus intervention program and assign teaching assistants to deliver it to upper KS2 pupils, providing targeted support to improve students' reading skills.	<p>Reading Plus enhances reading fluency, comprehension, and vocabulary, helping students develop stronger literacy skills, boost confidence, and make greater academic progress.</p> <p>Reading comprehension strategies EEF</p> <p>Reading Plus - Adaptive Literacy Program - Hybrid Learning</p>	1 3
<p>Provide 6 hours per week of one-on-one reading sessions for identified EYFS/KS1 pupils, led by a skilled teaching assistant, using phonetically decodable books to strengthen decoding, fluency, and comprehension skills.</p> <p>(This targeted intervention supports foundational literacy development, ensuring pupils gain essential reading skills and build confidence in their ability to read independently.)</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 these barriers to learning.</p> <p>(EEF Teaching and Learning Toolkit)</p> <p>The phonetically decodable reading books will link to the learning being taught in Phonics sessions. Evidence suggests that</p>	3

	<p>tuition is more likely to make an impact if it is additional to, and explicitly linked with normal lessons.</p> <p>(EEF Teaching and Learning Toolkit)</p> <p>Phonics EEF</p>	
<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 for KS2 pupils.</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</p> <p>Small group tuition EEF</p> <p>(+4 EEF Teaching and Learning Toolkit).</p>	<p>1 2 3 4</p>
<p>Continue to implement speech and language programs and provide professional support across the EYFS curriculum and KS1, helping pupils articulate key concepts, reinforce understanding, and expand their vocabulary.</p> <p>A Speech and Language Teaching Assistant will deliver regular, targeted interventions to all pupils in need, including those eligible for pupil premium funding.</p> <p>This provision enhances communication skills, promoting deeper learning and vocabulary development, laying a strong foundation for future academic success.</p> <p>To support this, pupil premium funding will be allocated to:</p> <ul style="list-style-type: none"> • Purchase the Wellcomm Speech & Language Toolkit for assessing speech and language skills. • Provide CPD for staff to ensure the SHREC approach to child interactions is consistently embedded. • Invest in CPD for staff to become Elklan-trained, ensuring the principles of Elklan are fully integrated to 	<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>Oral language interventions EEF</p> <p>Research shows that oral language interventions and high-quality classroom discussions are cost-effective strategies that have a significant impact on reading outcomes.</p> <p>Oral language interventions EEF</p> <p>WellComm - GL Assessment</p> <p>EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF</p> <p>Elklan Training Limited</p> <p>Preparing for Literacy EEF</p>	<p>1 4</p>

<p>support the development of speech, language, and communication.</p> <p>These initiatives will enhance staff expertise and resources, fostering improved communication skills and supporting the overall development of speech and language for all pupils.</p>	Supporting oral language development	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,146.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide social and emotional learning (SEL) skills training and support to all school staff.</p> <p>Our Senior Mental Health Lead will further develop and embed a whole-school approach to mental health and wellbeing.</p> <p>All staff will undergo training from the Educational Psychologist on Behaviour Coaching linked to emotional wellbeing.</p> <p>Continue to embed an appropriate PSHE programme (Ten:Ten) and explicitly teach SEL skills to all pupils, integrating and modelling these skills throughout daily teaching. Provide targeted SEL support for pupils and families who require additional assistance</p>	<p>Social and emotional learning EEF</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).</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>1 2 3 4</p>

<p>through the role of pastoral support staff.</p> <p>Access professional support and bespoke programmes to deliver effective and tailored interventions for pupils in need, including support from the EP, Rainbows, PIT Team, Ten:Ten, PSHE Association, and Foundation 92.</p> <p>These initiatives ensure a comprehensive, school-wide approach to fostering mental health, wellbeing, and emotional development for both staff and pupils.</p>	<p>Teacher preparedness and enthusiasm for SEL are associated with better outcomes.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>https://foundation92.co.uk/about-us/</p>	
<p>Invest in external specialist provision within music and the visual and performing art to 're-engage' children in collaborative working and a wider creative and cultural educational experience.</p>	<p>Impact of collaborative approaches (+5 EEF Teaching and Learning Toolkit)</p> <p>Widen the range of opportunities for children to experience excellent and success with the curriculum.</p> <p>Promoting children and young people's mental health and wellbeing</p>	<p>1 2</p>
<p>Develop and offer a wide range of high-quality extra-curricular activities that boost social and emotional wellbeing.</p>	<p>Impact of collaborative approaches (+5 EEF Teaching and Learning Toolkit)</p> <p>Widen the range of opportunities for children to experience excellent and success with the curriculum.</p> <p>Promoting children and young people's mental health and wellbeing</p>	<p>1 2</p>
<p>Funding disadvantaged pupils' social & emotional needs for out of school activities, clubs, holiday camps, school trips</p>	<p>Promoting children and young people's mental health and wellbeing</p>	<p>1 2</p>

Total budgeted cost: £84,646.81

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – 2023 - 2024

This section will evaluate the impact of Pupil Premium funding against the following challenges, as identified in 2023-24:

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.

Pupil Premium funding enabled the school to maintain single-aged maths classes and reduce class sizes significantly in KS2, with many groups having fewer than 20 pupils. This approach enhanced the effectiveness of the mastery curriculum and CPA teaching, leading to improved student engagement and a stronger understanding of mathematical concepts across all year groups.

Funding provided 5 hours of additional weekly tuition for Year 6 pupils from September to May, supplementing their core curriculum lessons. This targeted support allowed for focused academic reinforcement, contributing to enhanced preparation for end-of-year assessments and boosting Year 6 pupils' overall academic performance.

Pupil Premium funding was used to deliver 4 hours per week of one-on-one reading sessions with phonetically decodable books for KS1 pupils, aiming to improve decoding, fluency, and comprehension. This intervention directly supported the development of foundational literacy skills, resulting in measurable progress in reading abilities and improved confidence for KS1 pupils.

Catch Up Phonics interventions were implemented across EYFS and KS1, funded by Pupil Premium. These interventions focused on improving phonics skills, leading to significant progress for pupils, including those eligible for Pupil Premium. As a result of these interventions, 91% of pupils passed the phonics screening, with the remaining 9% making significant progress towards the expected outcomes. Additionally, pupils in EYFS are now well-prepared to transition into the next phase of phonics as they move into KS1. This success is attributed to the effective delivery of a synthetic and systematic phonics programme, skilfully taught by adults who received focused CPD to enhance their teaching practice.

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

	Subject	Cohort	School	LA	National	EYFSP	LA Gap	National Gap	School 2023	2023 to 2024 Comparison
EYFSP	% GLD	48	77	61	68		16	9	78	-1
	Subject	Cohort	School	LA	National	Phonics	LA Gap	National Gap	School 2023	2023 to 2024 Comparison
Phonics % Meeting the Expected Standard	Year 1	43	91	76	81		14	10	91	0
	by the end of Year 2	51	98	87	N/A		11	N/A	98	0
	Subject	Cohort	School	LA	National	Key Stage 1	LA Gap	National Gap	School 2023	2023 to 2024 Comparison
Key Stage 1 % at the Expected Standard	Unavailable									
	Subject	Cohort	School	LA	National	Key Stage 2	LA Gap	National Gap	School 2023	2023 to 2024 Comparison
Key Stage 2 % at the Expected Standard	R/W/M Combined	44	80	58	61		22	19	84	-4
	Reading	44	93	71	74		22	19	95	-2
	Writing (TA)	44	91	69	72		22	19	88	3
	Maths	44	89	71	73		18	16	95	-7
	GPS	44	93	71	72		22	21	93	0

Expected Levels of Development 2023/2024 for Disadvantaged Pupils

Year Group	School	National
Reception GLD – 3 pupils	67%	50%
Year 1 Phonics Screening Check – 4 pupils	50%	67%
Year 2 – KS1 SATs – 9 pupils	Reading - 56% Writing – 56% Maths – 56%	54% 45% 56% (2022/2023 – latest national data)
Year 6 – KS2 SATs – 7 pupils	Reading- 100% Writing – 86% Maths- 57%	63% 59% 59%

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.

All pupils, including those eligible for Pupil Premium, participated in the Jigsaw PSHE programme designed to build essential life skills, such as managing friendships, emotional wellbeing, decision-making, and

coping with change. The school also has a trained DfE Mental Health Lead who coordinates targeted support for pupils needing additional emotional wellbeing assistance. : These programmes helped foster emotional resilience and social skills in students, with parents reporting positive feedback. A wellbeing survey indicated that an overwhelming number of families felt the school made a significant positive contribution to their children's emotional wellbeing.

The school provided a range of targeted interventions, including the Rainbows bereavement group, Lego Therapy, and weekly wellbeing check-ins with pastoral support. These interventions supported pupils facing social and emotional challenges. These initiatives offered crucial support to pupils experiencing emotional difficulties, and the interventions were well-received by both pupils and parents, helping to improve pupils' emotional wellbeing and self-confidence.

Pupils from Year 1-6, including those eligible for Pupil Premium, participated in extracurricular activities such as dance, art, music, and school performances. Additionally, Pupil Premium funding supported participation in school trips and residential, ensuring all children had access to these enriching experiences. These opportunities were highly valued by pupils and families, with parents praising the inclusive nature of the activities. The wellbeing survey revealed that families appreciated the school's efforts in providing enriching experiences that positively impacted their children's social and emotional development.

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.

There is an increasing need for support for children with speech, language, and communication barriers, particularly in EYFS and KS1. Pupil Premium funds facilitated Speech and Language Therapy (SALT) interventions, delivered by a skilled support staff member working alongside the link SALT, and the implementation of the WellComm Speech and Language Toolkit in EYFS. WellComm helped screen and track speech and language development, providing targeted interventions to address concerns. Staff received CPD to ensure high-quality delivery of interventions, including Time to Talk, which positively impacted language development. As a result, 77% of all children and 67% of Pupil Premium in EYFS achieved a Good Level of Development, compared to 50% (pupil premium) nationally.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Dance	Reflections Dance Company
Dance	Angie Pierre Lewis

Music	Technola
Communication and Language	WELLCOMM
Communication and Language	Time to Talk
Emotional Bereavement Support	Rainbows
PSHE	Jigsaw
St.Philip's Well Being Support Programme	PSHE/Pastoral Lead
Enhanced Speech and Language Programme	Salford LA/NHS

Service pupil premium funding

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A