



1. Summary Information					
<b>School</b>	St. Philip's RC Primary School				
<b>Academic Year</b>	<b>2018-19</b>	<b>Total PP budget</b>	£44,223	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	362	<b>Number of pupils eligible for PP</b>	29	<b>Date for next Strategy Review</b>	September 2019

2017-18 Outcomes - *Based on the outcomes of 4 children eligible for PP Funding		
Headline Measure	Pupils eligible for PP (4 pupils)	Pupils not eligible for PP (43 pupils)
% Achieving national standard in reading, writing & maths	75%	77%
% Achieving the higher standard in reading, writing and mathematics	0%	12%
Pupils' progress score in reading	-1.7	-0.3
Pupils' progress score in writing	-0.3	1.4
Pupils' progress score in mathematics	-1.4	-0.5
Pupils' average scaled score in reading	101	105
Pupils' average scaled score in mathematics	101	108

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>	Participation in programme of sports/opportunities to work in teams.
<b>C</b>	General confidence levels and willingness to take risks
<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>	Experience of a significant loss/bereavement or separation within the family.
<b>G</b>	Gap between attendance and punctuality of those eligible for FSM and non FSM

<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>	General confidence levels and willingness to take risks	Pupils to demonstrate increased levels of confidence and are more willing to take risks.
<b>C</b>	Participation in sport/team events. Lack of involvement in group activities and poor levels of fitness.	Pupils to increase their weekly involvement in physical activity and be provided with opportunities to experience team games/events and where possible; competitive competition.
<b>External barriers</b>		
<b>D</b>	Lack of 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>	Limited 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>	Experience of a significant loss/bereavement or separation within the family.	Staff to be more aware of the impact of loss and bereavement on learning. Strategies in place to support pupils experiencing feelings of loss or bereavement. Children who have experienced separation within the family will have a forum in which to share their concerns and provided with strategies that will allow them to adjust to these experiences.
<b>G</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 2018-19

Chosen action/approach	What is the evidence & rationale for this choice?	What will you do and how will you ensure it is implemented well?	Staff Lead	Cost (approx)	Review
<p><b>A/D</b> To provide additional targeted teaching, booster groups, revision groups, homework groups and other interventions in reading, writing and mathematics.</p>	<p>Continued challenge to ensure pupils reach expected standards in end of key stage assessments.</p>	<p>Investment in restructuring maths teaching to facilitate single year group lessons with smaller class sizes.            Whole staff maths training (Anthony Reddy) on a termly basis focussing on practical 'hands on' approaches to teaching and learning.            Further financial investment in practical maths resources.            Investment in ICT equipment and infrastructure to support online learning and homework club.            Subscription to Easi Maths to support homework.            Flexible approach to timetabling to facilitate short catch up interventions across year groups.            Tuition groups identified and implemented.            Assessment data to be utilised to carefully monitor and track progress.            Pupil/mentor meetings to take place to set individual targets and review outcomes.</p>	<p>All staff, included phase leaders and core subject coordinators.</p>	<p>£24,498  £500  £8175  £650</p>	<p>Termly</p>

<p><b>B/C.</b> To offer a broad range of opportunities for pupil leadership.</p> <p>To develop a 'can do' culture.</p>	<p>Growing % of disadvantaged learners identified as having lower confidence levels and being less likely to take risks.</p>	<p>Prayer group, pupil leadership and other pastoral resources to be organised and timetabled prioritising pupil premium pupils. PP children to have opportunities to play key roles in the life of the school and feel valued. A good range of extra-curricular activities provided. (Before and after school).</p> <p>Staff training delivered by ED Psych. Utilising 'can do' maths resources.</p>	<p>E Clayton J Barrett R Moore</p>	<p>£2100</p>	<p>On-going</p>
<p><b>C.</b> To establish a PE strategy to sit alongside the Sports Grant Action plan to target physical activity at PP pupils.</p>	<p>Large proportion of PP children who are inactive and fail to participate in sporting/team activities.</p>	<p>Utilising school minibus to seek sporting opportunities for PP children.</p>	<p>R Moore Mr Bibby</p>		<p>On-going</p>

<p><b>D.</b> Parent pupil liaison officer to work with individual pupils, staff and parents to try to secure the best outcomes for pupils.</p>	<p>Significant % of disadvantaged pupils identified as having limited support at home.</p>	<p>Pupil liaison officer timetabled to support pupils across the school. Records to be kept outlining nature of support and outcomes. Termly meetings with SMT to monitor impact and plan future actions. Use of ICT and social media to showcase learning and engage parents. Showcasing events planned into school year (e.g. musical concerts, gymnastic performances etc.)</p>	<p>C Davies All staff S.M.T.</p>	<p>£4,800</p>	<p>Half termly</p>
<p><b>E.</b> Facilitate and contribute towards the cost of additional cultural or educational experiences beyond the curriculum.</p>	<p>Significant % of disadvantaged children having limited additional opportunities.</p>	<p>Use of mini bus to facilitate a range of additional learning experiences (art galleries, museums, universities.) Trips and activities designed to extend learning to be funded. (E.g. residential visits, violin lessons)</p>	<p>J Barrett</p>	<p>£2000 (Trips) £1000 (enrichment – based on 10 sessions)</p>	<p>Termly</p>
<p><b>F.</b> To raise awareness and increase the expertise of staff working with pupils who have suffered a significant loss/bereavement or separation within the family.</p>	<p>A large % of disadvantaged pupils experience of a loss or separation within the home which impacts emotional wellbeing.</p>	<p>To run a Rainbows loss and bereavement programme for second year running. 'Rainbows' training to be actioned and a team of staff members who will lead on this within the school. Mechanisms in place to support pupils as necessary. Financial investment in key resources. Tracking to monitor academic progress.</p>	<p>E Clayton J Barrett L Summers K Welsh</p>	<p>£500 for resources and additional training.</p>	<p>On-going</p>
<p><b>G.</b> EWO to work with individual pupils, staff and parents to try to</p>	<p>Persistent gap between attendance of</p>	<p>Close monitoring of attendance figures and rigorous record keeping.</p>	<p>J Barrett S. Aldred C. Davies</p>		<p>Half termly</p>

secure the best outcomes for pupils.	those eligible for FSM and non FSM.	Letters to update parents of attendance figures that fall below target. Meetings with parents. Build on the SLA with EWO. Involvement of outside agencies.	E Clayton		
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3. Termly Review Information		
December 2018	March 2019	July 2019
<ul style="list-style-type: none"> <li>- Prayer group, Mission Team, prefects, play leaders, House Captains and other roles set up</li> <li>- Extra-curricular activities programme (before and after school)</li> <li>- Dinner time sports clubs set up</li> <li>- EWO meetings arranged - attendance &amp; closely monitored</li> <li>- CD – weekly meetings with every PP child-working on targets as discussed with class teacher</li> <li>- ‘Catch- Up’ intervention groups established</li> <li>- ‘Can Do’ approach to Maths lessons</li> <li>- Lledr Hall residential – Year 6</li> <li>- Violin lessons</li> <li>- Christmas Musical Evening</li> <li>- Easi Maths set up for pupils homework</li> </ul>	<ul style="list-style-type: none"> <li>- ‘Catch-Up’ groups reviewed based on current data and set up for the term – analysis of Pupil Action Plans</li> <li>- CD continuing to work with PP children every week.</li> <li>- Parental workshops delivered in EYFS, KS1 and KS2</li> <li>- Regular use of social media to celebrate achievements across the curriculum</li> <li>- EWO meetings arranged - attendance &amp; closely monitored</li> <li>- Extra-Curricular clubs continued</li> <li>- Violin lessons continued</li> </ul>	<ul style="list-style-type: none"> <li>- Key Stage outcomes – see below</li> <li>- Extra-Curricular clubs continued</li> <li>- Athletics training sessions with sports coach – minibus timetabled to take to training ground</li> <li>- Review of ‘Catch- Up’ interventions - analysis of Pupil Action Plans</li> <li>- Violin concert</li> <li>- Class trips</li> <li>- CD – continued to work with each PP child weekly</li> </ul>

**Outcomes (to be completed September 2019)**

4. KS2 Attainment of pupils 2019		
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

<b><u>Attainment of Reception Children in 2019</u></b>	<b>Pupils eligible for PP (2 pupils)</b>	<b>Pupils not eligible for PP (41 pupils)</b>
GLD	100%	78%

<b><u>Phonics Screening 2019</u></b>	<b>Pupils eligible for PP (Year 1 - 1 pupil) (Year 2 resit- 0 pupils)</b>	<b>Pupils not eligible for PP (Year 1 - 50 pupils) (Year 2 resit – 2 pupils)</b>
Year 1	100%	96%
Year 2	N/A	100%

<b><u>Year 2 – Key Stage 1 Assessments 2019</u></b>	<b>Pupils eligible for PP (4 pupils)</b>	<b>Pupils not eligible for PP (41 pupils)</b>
% achieving Reading standard	50%	90%
% achieving Writing standard	50%	83%
% achieving Maths standard	75%	88%
% achieving Read, Write and Maths standard	50%	83%

