

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Philip's Catholic Primary School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	15.6% (28 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22- 24/25
Date this statement was published	Dec 22
Date on which it will be reviewed	Dec 23
Statement authorised by	
Pupil premium lead	J Sanchez
Governor / Trustee lead	D Rowland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,190
Recovery premium funding allocation this academic year	£4,058
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this	£45,248

academic year	
---------------	--

Part A: Pupil premium strategy plan

Statement of intent

At St Philip's we have high expectations for our pupil premium children. We aim to remove their barriers to learning to enable them to make the same progress as their peers. We want them to leave St Philip's having achieved their potential. We aim for all pupils to at least reach age related expectations and for those reaching greater depth to be above the national average.

Our current pupil premium strategy plan works towards achieving these objectives by providing targeted intervention for academic catch up for identified pupil premium children and providing support to mitigate their other barriers to learning. We also recognise the importance of emotional wellbeing and the affect the pandemic has had on this. Children cannot learn unless they are in the right place to learn, therefore our pupil premium strategy also addresses the emotional and mental health needs of our children.

We will provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching. We will also provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work. We will also target funding to ensure that all pupils have access to trips, residential and first hand learning experiences and provide opportunities for all pupils to participate in a broad and balanced curriculum including sport and music. This is not an exhaustive list and strategies will change and develop based on the needs of individuals

Challenges

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

Challenge number	Detail of challenge
1	Our assessments indicate that although they make good progress in reading and writing by year 6, our disadvantaged pupils are further behind than their peers.
2	Our assessments indicate that our disadvantaged pupils are further behind and make less progress with maths by year 6 than their peers.
3	Some disadvantaged pupils do not have access to the same wealth of experiences outside school, which enable them to develop a broad vocabulary.
4	Mental health and emotional needs which have been exacerbated by the

	pandemic. These findings are supported by national studies.
--	---

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
Improve phonics and SPG attainment for disadvantaged pupils.	Disadvantaged pupils achieve in line with their peers in phonics tests in Y1 and Y2 and SPG test in Y6.
Improved reading attainment among disadvantaged pupils by the end of KS1 and KS2.	KS1 and KS2 reading outcomes in 2024/25 show that disadvantaged pupils achieve in line with their peers.
Improved maths attainment and progress for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils achieve in line with their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations and hard data from Thrive.
Enable disadvantaged children to access a broad range of experiences	Disadvantaged children will have had the same experiences in regard to curriculum, trips and access to clubs and music tuition as their peers.

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: £ 3536

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Embed Therapeutic thinking approach	https://developingchild.harvard.edu/resources/aces-and-toxic-stress-frequently-asked-questions/	1,2,3,4
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30681

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small</i>	https://educationendowmentfoundation.org.uk/education-	3

group intervention maths	evidence/guidance-reports/teaching-assistants	
Small group intervention on Reading and phonics	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2
First class @ number	https://www.evidence4impact.org.uk/interventions/1021?	3
Small group intervention on maths Y6	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Small group intervention on English Y6	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Small group intervention on SPG Y6	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Success @ Arithmetic Y5/4	https://everychildcounts.edgehill.ac.uk/mathematics/success-arithmetic/	3
Reciprocal reading Y5/4	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading	2

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

Budgeted cost: £ 11031

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	https://www.elsanetwork.org/elsa-network/other-research/	4

Access school and the wider curriculum through the funding of uniform, transport, school trip subsidies.	http://www.lotc.org.uk/wp-content/uploads/2013/10/Pupil-Premium-Graham-Lodge-CLOtC-version-for-website-and-newsletter-4-9-13-updated-12-6-14.pdf https://www.tes.com/news/schools-use-pupil-premium-buy-childrens-uniform	5
Continue to deliver Thrive and nurture support, including subscription to Thrive	<ul style="list-style-type: none"> Evaluated by CELSI (Centre for Education Leadership & School Improvement) for the Department of Health 	4
<i>Therapeutic Thinking</i>	<ul style="list-style-type: none"> Mental health and behaviour in schools (March 2016) and revised (November 2018): DfE guidance Transforming children and young people's mental health provision: Green paper (December 2017) Timpson Review of school exclusions: March 2019 NSPCC Transforming Mental Health: July 2018 Behaviour interventions EEF (educationendowmentfoundation.org.uk) 	1,2,3,4

Total budgeted cost: £ £45,248

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Small group intervention maths 87% children made at least good progress

Small group intervention English average 10 points increase in phonics scores

First class @ number +2.52 years average progress in 10 weeks

Small group intervention maths Y6 89% made at least good progress

Small group intervention English Y6 83% made at least good progress

Small group intervention SPG Y6 93% made at least good progress

Success @ Arithmetic Y5/4 +2.17 years average progress in 10 weeks
Reciprocal reading Y5/4 +2 steps progress
ELSA average 3 points increase in scores from baseline
Thrive 44% of one level progress average
Access school and the wider curriculum through the funding of uniform, transport, school trip subsidies – all children were able to access all opportunities throughout the year, including trips, workshops, uniform.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars	TT Rock stars
Thrive	Thrive
ELSA	ELSA
First Class @ Number	Edge Hill
Success @ Arithmetic	Edge Hill
Reciprocal Reading	FFT literacy
RWI Spelling	Ruth Miskin
Rising stars assessments	Hodder Education