

Pupil premium strategy statement

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	182
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Dec 21
Date on which it will be reviewed	Dec 22
Statement authorised by	
Pupil premium lead	J. Sanchez
Governor / Trustee lead	D. Rowland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38660
Recovery premium funding allocation this academic year	£6400
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 academic year	£45060

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	Mental health and emotional needs which have been exacerbated by the pandemic. These findings are supported by national studies.
2	Our assessments indicate that our disadvantaged pupils are further behind with reading and writing than their peers.
3	Our assessments indicate that our disadvantaged pupils are further behind with maths than their peers.
4	Some disadvantaged pupils do not have access to the same wealth of experiences outside school, which enable them to develop a broad vocabulary.

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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils achieve in line with their peers.
Improved maths attainment 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 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: £ 11,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit and train teaching assistants 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 	1
<i>Jigsaw</i>	<ul style="list-style-type: none"> Sheffield Hallam University study: http://shura.shu.ac.uk/13692/1/FINAL%20Jigsaw%20report%20CW.pdf 	1
<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

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

Budgeted cost: £ 25,724

Activity	Evidence that supports this approach	Challenge number(s)
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		address ed
Small group intervention maths	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	3
Small group intervention on English	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2
First class @ number	https://www.evidence4impact.org.uk/interventions/1021?	3
Small group intervention 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	2
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: £ 8040

Activity	Evidence that supports this approach	Challenge number(s) addressed
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ELSA	https://www.elsanetwork.org/elsa-network/other-research/	1
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	4

Total budgeted cost: £ 45,368

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than their peers in reading, writing and maths.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the level they had in previous years.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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