Pupil premium strategy statement – St Philip's Catholic 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	204 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	11.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2025/2026 – 2027/2028
Date this statement was published	Dec 25
Date on which it will be reviewed	Dec 26
Statement authorised by	Sarah McCurdy (Headteacher)
Pupil premium lead	Sarah McCurdy (Headteacher)
Governor / Trustee lead	Julia Webb (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,650
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	£42,650

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 effect 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, residentials 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 and observations show indicate that although they make good progress in reading, writing and maths by Year 6 there is a significant gap to close for targeted PP children.
3	Personal, social and behavioural issues for some PP children.
4	Some disadvantaged children do not have access to the same wealth of experiences outside school.

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 2027/28 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 2027/28 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 2027/28 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed Therapeutic Thinking approach	Mental health and behaviour in schools (March 2016) and revised (November 2018): DfE guidance Timpson Review of school exclusions: March 2019 NSPCC Transforming Mental Health: July 2018 https://therapeuticthinking.co.uk/	1, 3

Subscription and training for DfE validated Systematic Synthetic Approach to Phonics programme (Twinkl) to secure quality phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
ELSA training and supervision for one member of support staff. Purchase of ELSA related resources.	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): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1, 3
Additional hours for support staff attending Professional Development Programme for Uckfield Teaching and Learning Assistants, led by Uckfield College.	The effective use of teaching assistants is key to supporting the academic progress of the pupils: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2, 3

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

Budgeted cost: £29,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions in Maths – across the whole school	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2

Small group intervention Reading and Writing – across the whole school	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
First class @ number Y3	Lessons focus on number and calculation, developing children's mathematical understanding, communication and reasoning skills. https://www.edgehill.ac.uk/departments/academic/education/every-child-counts/1st-class-number	2
Small group Accelerated learning intervention Maths Y6	Accelerated programmes usually aim to enable particular groups of students to make faster progress through the curriculum than their peers (Hattie, 2009). Accelerated programmes can be used to help at-risk students to catch up with their peers by the time they reach a particular milestone, e.g. transfer from primary to secondary school. https://webcontent.ssatuk.co.uk/wp-content/uploads/2016/11/24100423/TEEP-A4-6pp_Accelerated-learning.pdf	2
Small group Accelerated learning intervention English Y6	Accelerated programmes usually aim to enable particular groups of students to make faster progress through the curriculum than their peers (Hattie, 2009). Accelerated programmes can be used to help at-risk students to catch up with their peers by the time they reach a particular milestone, e.g. transfer from primary to secondary school. https://webcontent.ssatuk.co.uk/wp-content/uploads/2016/11/24100423/TEEP-A4-6pp_Accelerated-learning.pdf	2
Success @ Arithmetic small groups Y4/5	The sessions use number rods, bar modelling and written methods to build a complete mathematical picture to develop pupils' arithmetical fluency. https://everychildcounts.edgehill.ac.uk/mathematics/successarithmetic/	2
Subscription to Speech Link and	Speech Link and Language Link helps schools to support children with speech, language and communication needs (SLCN). They do this by	2, 3

Language Link programme	providing evidence based interventions, standardised screening assessments and training in the use of these tools. Everything they offer is designed by our speech and language therapy team and backed up by our specialist help desk. https://speechandlanguage.link/	
Subscription to Nessy Reading	Nessy Reading is an effective resource that covers 5 years of literacy development.The program has been used successfully since 1999, by 100,000s of children worldwide. All students benefit from Structured Literacy based upon the Science of Reading. The program begins with systematic synthetic phonics which has been proven to be the best way to instruct early readers. As literacy skills develop, students advance to instruction in spelling, morphology, vocabulary and comprehension. Independent research has shown the program to be effective even for those learning English as an additional language. https://www.nessy.com/en-gb/product/nessy-reading-and-spelling-home	2
Subscription to Times Tables Rock Stars	Times Tables Rock Stars is an award-winning maths learning platform that helps pupils practise and recall their times tables like a rock star, using paper worksheets, and playing online adaptive question-based games via the app and browser. https://ttrockstars.com/schools/	2
Use of a Learning Mentor. The Learning mentor leads a calm group after lunch, then offers pastoral support throughout the afternoon, which includes the development of social skills and improving self esteem.	'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	3
Appointment of a Play Therapist.	Play therapy benefits children by providing a safe, non-verbal way to express complex emotions, process trauma, and develop crucial coping, social, and problem-solving skills, leading to greater resilience, self-esteem, and healthier re-	3

	lationships by using play as their natural language to navigate difficulties like anxiety, anger, or behavioural issues. https://www.bacp.co.uk/about-therapy/types-of-therapy/play-therapy/	

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA – 1:1 emotional literacy based intervention	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). https://www.elsanetwork.org/elsa-network/other-research/	1, 3
Access school and the wider curriculum through the funding of uniform, transport, school trip subsidies (including school based workshops and the residential trip in Year 6).	Using the Pupil Premium Grant (PPG) for uniforms, transport, and trips subsidises access, boosting disadvantaged pupils' confidence, social integration, and wider curriculum engagement, narrowing attainment gaps by removing financial barriers, increasing participation in enriching activities, and fostering a sense of belonging, ultimately supporting their academic success and personal development alongside non-eligible peers. https://www.tes.com/news/schools-use-pupil-premium-buy-childrens-uniform	4
Access to extracurricular and breakfast clubs by providing discounts where appropriate.	DfE document 'Extracurricular activities to develop life skills' (Dec 2020)	4

Nurture support for individual children	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). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1, 3
Therapeutic thinking whole school behaviour approach	Mental health and behaviour in schools (March 2016) and revised (November 2018): DfE guidance Timpson Review of school exclusions: March 2019 NSPCC Transforming Mental Health: July 2018 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://therapeuticthinking.co.uk/	1, 3
Sensory Circuits	Sensory circuits are a great way to both energise and settle children so they can focus and engage better in the classroom. https://childrenschoicetherapy.co.uk/sensory-circuits/	1, 2, 3
Play therapy	Play therapy benefits children by providing a safe, non-verbal way to express complex emotions, process trauma, and develop crucial coping, social, and problem-solving skills, leading to greater resilience, self-esteem, and healthier relationships by using play as their natural language to navigate difficulties like anxiety, anger, or behavioural issues. https://www.bacp.co.uk/about-therapy/types-of-therapy/play-therapy/	3

Total budgeted cost: £42,650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer 2025 outcomes:

There were no disadvantaged children in EYFS in 2024/2025.

In Year 1, there were two disadvantaged children in the class. One passed the Phonics Screening Test and one not did (50% pass). The child who did not reach the expected level is on the school's SEN register.

In Year

In Year 6, there were four disadvantaged children in the class:

- 25% reached the expected standard in reading
- 25% reached the Greater Depth standard (GDS) in reading
- 50% reached the expected standard in writing
- 25% reached the expected standard in Grammar, Punctuation and Spelling (GPS)
- 100% did not reach the expected standard in maths
- 50% reached the expected standard in Science

One of these children had an EHCP. The other three children were all Mobile pupils, joining the school during KS2.

All disadvantaged children were able to access all opportunities throughout the school year, including trips, workshops and uniform.

Externally provided programmes

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

Programme	Provider
Times Tables Rock Stars	Maths Circle
ELSA	ELSA
First Class @ Number	Edge Hill
Success @ Arithmetic	Edge Hill
Speech and Language Link	Speech Link Multimedia Ltd
Nessy Reading	Nessy Learning