

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	193
Proportion (%) of pupil premium eligible pupils	45 children 23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Emily Cahill, Headteacher
Pupil premium lead	Sam Rowland, Acting Deputy Headteacher
Governor / Trustee lead	Claire Heaney, Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,145
Recovery premium funding allocation this academic year	£16,160
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	£71,305

Part A: Pupil premium strategy plan

Statement of intent

At St Philip's Catholic Primary School, our intention is that all children are provided with the same opportunities, irrespective of their age, gender, disability, race, religion, or sexual orientation. We aim to ensure all children's basic learning needs are met; they have food, clothing and that they are emotionally ready to learn during the school day and wrap around care. We want our children to be resilient and know that they were made in the image of God, with a likeness of God and whilst being distinctively unique to themselves.

The focus of our Pupil Premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers. The strategies we have outlined in this statement is also intended to support all children's needs, regardless of whether they are disadvantaged or not. We will consider the challenges faced by vulnerable children, and ensure they have access to all opportunities whilst ensuring a 'no size fits all' approach when providing support.

Our ultimate objectives are:

- ⇒ For all children to be in school, on time, every day, wearing the correct school uniform.
- ⇒ For all children to have the same opportunities as non-disadvantaged children.
- ⇒ For all disadvantaged children to make academic progress by at least meeting or exceeding nationally expected progress rates, in line with non-disadvantaged peers.
- ⇒ To have high expectations of all our children.
- ⇒ To support our children's mental health and wellbeing so they can continue to access the curriculum learning.

We aim to do this through:

- Ensuring teaching and learning opportunities meet the needs of all children and ensure disadvantaged children are challenged in the work they are set
- Act early to intervene at the point need is identified
- Knowing each child as an individual, and ensuring they are provided with the appropriate provision to meet their needs
- Adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve
- Supporting play with extracurricular activities, educational visits and residential. Ensuring the children have first-hand experiences to use in their learning.
- Ensuring all teaching is good or better to ensure High Quality Teaching and Learning is experienced by all children.

Challenges

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

Challenge number	Detail of challenge
1	Our Attendance Data indicates that over the last two years, the attendance of children who are disadvantaged was particularly low. This is due to the effects of COVID-19 bubble closures, lockdowns and the general attitudes of parents.
2	Our observations and discussions have identified a reduction in Parental Engagement. Due to the restrictions of the past two years where parents haven't been able to be welcomed into St Philip's; combined with many parents' own negative experiences of school, we can see the impact of poor parental engagement.
3	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with Maths than their peers. Our Data shows -0.6 progress for Pupil Premium children in Maths.
4	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties in their Early Reading, especially linked to Phonics skills. This negatively impacts their development as readers.

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
Increased Attendance and Punctuality in school. For children to participate in our Enrichment Opportunities	Sustained high attendance from 2024/2025 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all children in line with peers, and the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced. The percentage of all children who are persistently absent being reduced and the figure among disadvantaged children being no lower than their peers.
Increased Parental Engagement	For opportunities for parents to engage with the school life to be significantly improved. This will be shown through attendance of parents at whole school events such as Mass, Liturgy, Assemblies as well as Parental Workshops.
Improved Maths attainment for disadvantaged children at the end of KS2.	KS2 maths outcomes in 2024/25 show that disadvantaged children met the expected standard in line with their peers.

<p>Improved Reading attainment for disadvantaged children, especially Phonics.</p>	<p>Year 1 Phonics scores and KS2 Reading outcomes in 2024/25 show disadvantaged children met the expected standard in line with peers.</p>
<p>To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged children • a positive increase in disadvantaged children's Boxall Profile of need.

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: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointed 2 new LSA's	EEF Toolkit – Teaching Assistant Interventions – +4 months impact	3, 4
Purchased DfE Validated Scheme and relevant training to secure stronger phonics teaching for all children	EEF Toolkit- Phonics interventions - +5 months impact EFF Toolkit – Reading Comprehension Strategies - +6 months impact	4
Appointment of Senior Leader to oversee PP strategy	Successful schools <i>'have clear, responsive leadership.'</i> DfE <i>'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</i> EEF Implementation Guide states that 'School leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.	1, 2, 3, 4
TA Training, focused on key priorities for our school	EEF Toolkit – Behaviour interventions – support greater engagement through tracking the speaker - +4 months impact	3, 4
CPD on Metacognition and self-regulation strategies – modelling and scaffolding to all teachers	EEF Toolkit – Metacognition and self-regulation. +7 months impact Oral feedback. +7 months impact	1, 3, 4
Team Teach Training	EEF – Behaviour interventions - approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning +4 months Impact	1, 2, 3, 4
LSS Training	EFF Toolkit – Reading Comprehension Strategies - +6 months impact	3, 4

Pupil Premium and Disadvantaged children are a focus of every Head Teacher Report	EEF – Putting Evidence to Work, A Guide for Implementation – states that schools should build leadership capacity through implementation teams as they build local capacity to facilitate and shepherd projects.	1, 2, 3, 4
TA to attend the Attachment Network	EFF Toolkit - Social and Emotional Learning - +4 months impact EEF – Behaviour interventions - approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning +4 months Impact	1, 2
Assistant SENDCO appointed to widen the Inclusion Team	EEF – Putting Evidence to Work, A Guide for Implementation – states that schools should build leadership capacity through implementation teams as they build local capacity to facilitate and shepherd projects.	1, 2, 3, 4
Resources Governing Board Agenda, 3x a year	EEF – Putting Evidence to Work, A Guide for Implementation – states that schools should build leadership capacity through implementation teams as they build local capacity to facilitate and shepherd projects.	1, 2, 3, 4
Full Governing Board Agenda, 3x a year	EEF – Putting Evidence to Work, A Guide for Implementation – states that schools should build leadership capacity through implementation teams as they build local capacity to facilitate and shepherd projects.	1, 2, 3, 4
Restorative Approach Training	EFF Toolkit - Social and Emotional Learning - +4 months impact EEF – Behaviour interventions - approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning +4 months Impact	1, 2, 3, 4
Advanced Drawing and Talking Training	EFF Toolkit - Social and Emotional Learning - +4 months impact	1
National Tutoring Programme, in person tutoring	EEF Toolkit- Small group tuition - +4 months impact EEF Toolkit- One to One Tuition - +5 months impact EEF Toolkit – Reading Comprehension Strategies - +6 months impact	3, 4

Printed packs for home learning	EEF – Parental Engagement - +4 months impact	1, 2, 3, 4
Invested in our Library Reading books to update our system with books on diversity, wellbeing and up to date themes to support engagement of reading	EEF Toolkit – Reading Comprehension Strategies - +6 months impact	4
Investment in training a member of staff as an ELSA	EEF Toolkit - Social and Emotional Learning - +4 months impact EEF Toolkit- Small group tuition - +4 months impact	1, 2
Investment in training of a Senior Mental Health and Wellbeing for our school- Grant from the DfE	EEF Toolkit - Social and Emotional Learning - +4 months impact	1, 2
Investment in a three day a week teacher to focus on booster groups in Maths and Reading for children in Year 5 and Year 6, focusing on those who are disadvantaged.	EEF Toolkit- Small group tuition - +4 months impact	3, 4
Three linked schools sharing best practise in Reading, Writing and Maths CPD sessions, focusing on how we target Pupil Premium	EEF Toolkit – Mentoring - +2 months impact	3
Forest School Training with lead practitioner	EEF Toolkit - Social and Emotional Learning - +4 months impact EEF – Behaviour interventions - approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning +4 months Impact	1, 2

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised outside agencies for enrichment clubs and opportunities (cooking, performing arts, clay creations, wellbeing clubs, colouring club)	EEF – Arts Participation - +3 Months EEF “think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.” EEF – Sports Participation +2 months	1, 2
Rising Stars Maths Intervention	EEF Toolkit- Small group tuition - +4 months impact	3
Invested additional hours for TA’s and LSA’s to run Lego Club	EEF “think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.” EEF Toolkit- Small group tuition - +4 months impact	1
Invested in TT Rockstars to improve times table knowledge	EEF Toolkit- Homework - +5 months impact	2, 3
Investment in the training of Speech Link scheme	EEF Toolkit – Oral language interventions - +6 months impact	1, 2, 4
Nurture interventions running 3x a week with a focus on SEMH	EEF Toolkit - Social and Emotional Learning - +4 months impact EEF Toolkit- Small group tuition - +4 months impact	1, 2
‘Pinny’ time – RWI Phonics Intervention focusing on the lowest 20% of the class	EEF Toolkit- Phonics interventions - +5 months impact EEF Toolkit- Small group tuition - +4 months impact	4
Academic Nurture Interventions including, but not exhaustive of ‘On Track Maths, Toe	EEF “think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged	1, 2, 3, 4

by Toe, Motivational Maths, Better Reading Programme, Numicon-Breaking Barriers, SERI, MSU, Sensory Diets, Lego Therapy, Wellcomm, Language for Thinking'	backgrounds, deserve a well-rounded, culturally rich, education.” EEF Toolkit- Small group tuition - +4 months impact	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in the Boxall Profile to track children's mental health and wellbeing	EEF Toolkit - Social and Emotional Learning - +4 months impact	1, 2
Wellbeing Staff Team being created with two members of SLT leading on wellbeing for both children and staff	EEF Toolkit - Social and Emotional Learning - +4 months impact	1, 2
Awareness of Pupil Premium and vulnerable children through Staff Briefing and Staff Meetings	EEF Toolkit - Social and Emotional Learning - +4 months impact	1
Parental Engagement enhanced through Parent's RWI Phonics meeting	EEF – Parental Engagement - +4 months impact	4
Parents invited to Assemblies, Mass, Liturgies, Carols and Coffee etc	EEF – Parental Engagement - +4 months impact	2
Investing in subsidising trips and enrichment opportunities where necessary	EEF – Parental Engagement - +4 months impact	1
Ensuring all children have access to the correct uniform, PE Kits, Ties	EEF – School Uniform - +0 months impact	1, 2

Total budgeted cost: £ 72,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

2020-2021 attainment showed 75% of pupil premium children were working at or above in Reading, 50% in Writing and 75% in Maths in Key Stage One. In Reading, 50% were working at or above, 67% in Writing and 50% for Maths in Key Stage Two.

All staff have received a range of CPD last academic year, including around High Quality Teaching, Interventions, and Team Teach behaviour to further strengthen the teaching that is already taking place.

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
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.