

3-YEAR PUPIL PREMIUM STRATEGY

The Pupil Premium Strategy has been shared with Governors and ratified in Autumn Term 2019. This will be reviewed termly and shared with Governors annually.



**Written and
agreed by
Governors:
OCTOBER 2019**

3 Year Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	St Philip's CE Primary School		
CURRENT PUPIL INFORMATION - 2019 -2020			
Total number of pupils:	198	Total pupil premium budget:	£99700 + £1534 (EYSPP) £101234
Number of pupils eligible for pupil premium:	80	Amount of pupil premium received per child:	£1320

COHORT INFORMATION		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	104	53%
Girls	94	47%
SEN support	28	14%
EHC plan	20	10%
EAL	95	48%

Assessment data

EYFS						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
				2015-16	2016-17	2017-18
Good level of development (GLD)	44%	65%	72%		68%	59%
Reading	67%	80%	77%			69%
Writing	67%	80%	74%			62%
Number	44%	70%	80%			72%
Shape	67%	80%	81%			62%

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP	National average	Data from previous 3 years		
			2015-16	2016-17	2017-18
56%	60%	80%		69%	79%

END OF KS1						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	33%	52%	65%		29%	53%
% making expected progress in reading	33%	52%	75%		50%	60%
% making expected progress in writing	33%	52%	69%		29%	57%
% making expected progress in maths	33%	57%	76%		50%	67%

END OF KS2						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	47%	41%	65%		50%	44%
% making expected progress in reading	53%	50%	73%		56%	61%
% making expected progress in writing	65%	68%	78%		69%	50%
% making expected progress in maths	59%	50%	79%		63%	61%

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	Attendance has shown a 3-year improvement trend and is now broadly in line with national (96.3% 2018-19)	Persistent absence is still an area for further work, although below national (8.3% 2018-19)
Behaviour data	There have been 7 FEX and 0 PEX in the last 3 years. Senior leaders utilize Alternative Provision to ensure that children were able to remain in school. School leaders have also worked with groups to provide mentoring and specific art and play therapies to provide nurture support.	Children's attitudes to learning is a focus, particularly in their resilience and independence for learning
Safeguarding referrals	Safeguarding is recognized as robust by Governors and external reviews. The introduction of CPOMs and a number of key staff trained as DSLs has ensured that safeguarding is dealt with in a timely and effective way. Additional reporting can be found in Governors documentation	Ensuring all new staff are fully trained and supported to carry out their role

LONG-TERM PLAN (3 YEAR TIMESCALE):

- 1) ENSURE HIGH QUALITY LEARNING FOR ALL THROUGH HIGHLY EFFECTIVE TEACHING
(SEE SCHOOL IMPROVEMENT PRIORITY 1 – 4 – 2019/20)

- 2) PROMOTE EFFECTIVE READING HABITS ACROSS THE SCHOOL COMMUNITY
(SEE SCHOOL IMPROVEMENT PRIORITY 3 – 2019/20)

- 3) EXTEND PUPIL VOCABULARY THROUGH THE PROMOTION OF WIDER EXPERIENCES AND OPPORTUNITIES (CULTURAL CAPITAL)
(SEE SCHOOL IMPROVEMENT PRIORITY 1 – 2019/20)

- 4) PROVIDE EFFECTIVE SUPPORT FOR PUPILS' MENTAL HEALTH AND WELLBEING

PRIORITY 1 - ENSURE HIGH QUALITY LEARNING FOR ALL THROUGH HIGHLY EFFECTIVE TEACHING

Member of staff responsible: Julia Kinch, Sarah Davis, Kate Morris, Beverley Jackson, Michelle Rudge

Objectives	Actions to be taken	By whom	By when review dates not in bold	Resources needed	Progress indicators	Success criteria
1. To ensure all staff have a secure understanding of the teaching of phonics and how to support children who are new to phonics.	- Undertake training on phonics delivery	RWI training For all staff	October 28th, 2019	RWI training package (£1,100 +VAT)	- Staff are clear about the structure to teach phonics	Phonics teaching is consistent for all pupils
	- Monitor the impact of the training on the teaching of phonics and reading skills across EYS and KS1	SD and BJ	December 2019 March 2020 June 2020	Management Time Cover as needed	- QLA analysis undertaken termly - Pupils improve on outcomes termly	Increased % of pupils meeting the standard for phonics
	- Identify children who did not pass the phonic screening check and monitor the additional support provided for these children in KS2	SD and MR	December 2019 March 2020 June 2020	Support staff Intervention packages/provision mapping	- QLA analysis undertaken termly - Interventions observed show high quality teaching and learning in phonics	Pupils are using a range of strategies for decoding text Pupils improve on phonics assessments

2. To ensure all staff are equipped to teach the calculation strategies outlined in the visual calculation policy	- Undertake training on the strategies outlined in the Calculation Policy	Dave Godfrey For all staff	13th November, 2019	Sense of Number Phased Day training (£750 +VAT and travel expenses)	- Staff have secure knowledge of age-appropriate strategies - Links are made between mental and written calculation	The teaching of calculation is progressive and consistent for all pupils
	- Monitor the impact of the training on pupils' learning through work scrutiny and pupil interviews	KM and JK	December 2019 February 2020 May 2020 July 2020	Management Time Pupil Work Pupil interview feedback	- Pupils are able to articulate their choices and explain their methods - Strategies taught are in line with stage of learning	Mental and written calculations are effectively linked Pupils make effective and efficient choices when problem solving Reasoning about number is effective with children able to articulate their reasoning
	- QLA analysis of Maths outcomes in PiXL assessments	KM, BJ and JK	In line with PiXL assessment timetable	PiXL QLA analysis PiXL PLCs		Increased % of pupils achieving in line or better with the PiXL national cohort The progress gap to national is closed in Maths at the end of Key Stage 2
	- Maths subject lead to participate in the TRG on Maths Mastery and share practice following observation in other settings and year groups	KM, VT, DD and TRG lead school	Ongoing throughout the year	Time and Cover Observation in other settings	-Feedback reports from the TRG meetings identify strengths, next steps and further actions - Feedback to governors	Maths mastery structure is developed in Y1, 2, 3 and 4

PRIORITY 2 - PROMOTE EFFECTIVE READING HABITS ACROSS THE SCHOOL COMMUNITY

Member of staff responsible: Sarah Davis, Beverley Jackson

Objectives	Actions to be taken	By whom	By when review dates not in bold	Resources needed	Progress indicators	Success criteria
1. To promote a love of reading across the school community	- Book Roadshows and opportunities to buy books at a cheaper cost; e.g., Wood Street Mission Book Roadshow, The Book People Book Bus	SD	October 17th, 2019 March 2020	Wood Street Mission Hall Timetable Playground space Text messaging	- Children and families attend and receive 5 books per pupil and a bag of books for the family	Parents/Carers engage with activities and share books more regularly with their children
	- Access to books at playtimes, lunchtimes and before school	JK	Ongoing	Finances Books	- Parents attend the events and buy more books	Parents/Carers seek advice on appropriate books for their children
	- Termly book challenges for pupils and their families	SD and BJ	Termly	Time Prizes	- Increased % of participation rates each term	Parents/Carers take books home to read with their families
	- Class readers embedded to promote an enjoyment of reading	SD and all staff	December 2020	Class book list Class sets of books Time for monitoring Pupil interviews	- Monitoring indicates that pupils enjoy reading the class texts	Class book list is published with key indicators for reading to support reading at home
	- Themed days delivered effectively with a clear focus; e.g., World Book Day activities, Secret Readers	SD and BJ	March 2020	Website promotion Timetable of activities Parental Workshop with a clear focus	- Pupils talk positively about reading	Website promotes a love of reading through regular updates Increased % of parental engagement

2. To provide opportunities for all children to read	- Access to books through the Wood Street Mission Book Roadshow	SD	October 17th, 2019	Timetable Day identified	- Pupils targeted to select books that are age and stage appropriate	Children have access to quality texts throughout the school day
	- Breakfast Bagels book time to promote the love of reading	All staff	Daily	Book Bench and Shedlet Noticeboard with recommended reads	- Staff encouragement to read books - Noticeboard recommended reads are regularly updated	Reading is well promoted from the beginning of the school day
	- Purchase new books regularly to update the school library and replace the breakfast and playtime books with featured books or authors	SD and JK	December 2019 March 2020	Time Library records Parent Survey Pupil Survey	- Library records are monitored to identify pupil trends and choices - Books purchased driven by the choices made by children across the school	The library is well used and updated with high quality texts Pupils make effective choices when reading for pleasure

<p>3. To provide targeted support for identified pupils who are:</p> <ul style="list-style-type: none"> • Not reading regularly at home • Are underperforming from their starting points • More able and require challenge 	<p>- Identify pupils who do not read regularly and target for Daily Readers</p> <ul style="list-style-type: none"> • Teaching Assistant caseload • Reading Volunteers (KS1 pupils) • UKS2 children 	SD and MR	Ongoing	<p>Provision mapping Teaching Assistant Caseload Class Reading Records IEP targets and outcomes Reading volunteers</p>	<p>-Pupils identified read everyday with a member of staff</p> <p>- Outcomes for pupils on the daily reading programme improve in each assessment</p>	<p>The majority of pupils in school read everyday</p> <p>There is an increase in the number of pupils who read everyday</p>
	<p>- Identify pupils for targeted intervention following a review of outcomes which can be delivered within the lessons and as part of an intervention programme</p>	SD and MR	Termly	<p>Target Tracker PiXL combined Tracker Teaching and Learning Review Feedback PiXL resources Reading intervention programmes IEP targets and outcomes TA appraisal targets TA observations</p>	<p>- Interventions are set up to meet need</p> <p>- Utilise pre and post-teaching assessment to target gaps in learning</p> <p>- Challenging texts are identified and used in reading lessons</p>	<p>B2 pupils are targeted and the majority of these pupils achieve target</p> <p>A2 pupils are targeted and the majority of these pupils achieve the more able target</p> <p>Support staff deliver targeted interventions, including pre and post teaching strategy that lead to improved outcomes for identified children</p>
	<p>- Develop pre and post-teaching strategies through CPD of teachers and teaching assistants to ensure gaps in knowledge are addressed</p>	BJ and MR	December 2019 March 2020 July 2020 September 2020			
	<p>- Make use of challenging texts and activities from a range of sources to extend learning in lessons</p>	BJ				

PRIORITY 3 - EXTEND PUPIL VOCABULARY THROUGH THE PROMOTION OF WIDER EXPERIENCES AND OPPORTUNITIES (CULTURAL CAPITAL)

Member of staff responsible: Senior Leadership Team

Objectives	Actions to be taken	By whom	By when review dates not in bold	Resources needed	Progress indicators	Success criteria
1. To develop and extend opportunities for children to access wider experiences	<ul style="list-style-type: none"> - Review the current provision in the curriculum - Create a "passport" of age-appropriate experiences - Workshops and shared learning activities 	<p>JK</p> <p>All Staff</p> <p>SLT</p> <p>Identified staff</p>	<p>March 2020</p> <p>September 2020</p> <p>December 2020</p> <p>September 2020</p> <p>March 2021</p> <p>September 2021</p>	<p>Audit/Questionnaire</p> <p>DFE Passport of activities for review</p> <p>Workshop planning</p> <p>External agencies</p>	<ul style="list-style-type: none"> - Identification of gaps in experiences - Identification of activities "on the doorstep" of school. - Identification of activities close to family homes - Links created to community groups and activities - Shared activities for parents/carers and pupils - List of providers and activities generated and shared via the website, text and school information 	<p>Pupils access age-appropriate experiences as part of a wider curriculum plan</p> <p>Parents/carers receive a copy of the activity passport on entry</p> <p>Additional activities for pupils and parents/carers are planned into the school year and are well-attended</p> <p>There is an increased number of pupils participating in extra-curricular activities</p> <p>Links with community organisations and local groups enhances opportunities for all pupils</p>

<p>2. To ensure disadvantaged pupils are supported to develop vocabulary through wider experiences</p>	<p>- Identify pupils whose experiences have been limited</p> <p>- Set up after school clubs to offer a range of new experiences</p> <p>-</p>	<p>JK</p> <p>All staff RH, AC to support</p>	<p>March 2020 July 2020</p> <p>September 2020 March 2021 June 2021 September 2021</p>	<p>Time</p> <p>Time Staff Budget Resources to support the clubs Minibus</p>	<p>- List of targeted pupils for additional work</p> <p>- Trips and Visits organised to local museums, galleries and activities</p> <p>- Staff deployed to support and develop key visits and activities in the local area</p> <p>- Extra-curricular clubs activities are targeted to support needs and interests identified by the pupils</p>	<p>Disadvantaged pupils access a wide range of activities to extend vocabulary</p> <p>Trips and visits are well-established to promote vocabulary and provide extended experiences</p>
<p>3. To participate in memberships of other associations to “unlock” opportunities to learn beyond the classroom</p>	<p>- Subscribe to key organisations:</p> <ul style="list-style-type: none"> • RHS (Bridgewater) • National Trust • Ranger Service (local area) <p>- Participate in activities that are available as part of these organisations</p>	<p>SLT to approve</p>	<p>December 2019 March 2020</p> <p>October 2020</p>	<p>Email updates Flyers Magazines</p> <p>Time Minibus Travel Costs</p>	<p>- Subscriptions purchased</p> <p>- Activities identified and chosen for age/stage</p> <p>- Activities are directly linked to experiences otherwise not previously encountered</p> <p>- Staff are well-supported to deliver alternative activities</p>	<p>Pupils have access to activities beyond the classroom around the local area</p> <p>Pupils learn with experts; e.g. RHS at Bridgewater, National Trust staff</p> <p>All pupils will have participated in at least 2 activities beyond the classroom</p>

PRIORITY 4 - PROVIDE EFFECTIVE SUPPORT FOR PUPILS' MENTAL HEALTH AND WELLBEING

Member of staff responsible: Julia Kinch, Mental Health First Aiders (Paul Steadman, Jayne Smedley, Dafydd Davies)

Objectives	Actions to be taken	By whom	By when review dates not in bold	Resources needed	Progress indicators	Success criteria
1. To identify key barriers to learning for all pupils and identify opportunities to support using universal services	- Complete questionnaires and surveys to identify barriers to learning	JK	Ongoing throughout the year	Captain Confidence Workshops (KS2)	- Questionnaires and/or surveys analysed to identify trends	Pupils have opportunities to discuss their learning
	- Pastoral Team to identify barriers to learning in each class	JS/PS		MoneySense Workshops (whole school)	- Pastoral Team feedback to SLT on key areas identified	Workshops are targeted to an identified need and supports pupils in their life skills
	- Target visits and visitors to support delivery of the PSHE curriculum in key phases	JK		School Nurse Healthy Workshops (KS1)	- Review of current provision and targeted approaches/resources purchased and shared with staff	Pupils are able to tackle issues more independently
	- Rollout the targeted resources to deliver the PSHE curriculum	JK/DD				Staff deliver an effective curriculum that addresses need and prepares pupils for the next stage in their development and education
	- Themed weeks to support the delivery of a mental health and wellbeing curriculum	DD	May 2020		- Mental Health Week Timetable written and shared	Mental Health Week raises awareness of Mental Health and supports pupils when identifying their own strategies

<p>2. To identify key barriers to learning for specific pupils and identify opportunities to provide tailored support</p>	<ul style="list-style-type: none"> - Observations of key pupils - Discussions with staff - Meetings with parents/carers - TAF/CIN/CP or PEP reviews identify a specific need 	<p>SENCOs SLT</p> <p>All Staff</p> <p>Pastoral Team</p> <p>Pastoral Team</p>	<p>Ongoing each year</p>	<p>Links to Alternative Provision:</p> <ul style="list-style-type: none"> • Art Therapy (The Artful Place) • Play Therapist (in school) • SALT Buy-In Service (in school) • Salford Alternative Provision (as needed and specific to a high-level need) 	<ul style="list-style-type: none"> - Observations identify specific needs for key children - Meetings with parents/carers identify needs and opportunities identified for support - Additional support identified in formal meetings as needed 	<p>Targeted pupils receive specific support to address needs</p> <p>Pupils make progress and are more settled in their learning</p> <p>Staff are clear about how pupils can be supported in a range of ways</p> <p>0 FEX and 0 PEX is maintained as alternative support is procured for vulnerable pupils</p>
<p>3.</p>						