



## What is Pupil Premium?

Pupil Premium funding supports the way St Philip's School can provide for key groups of children to achieve their full potential. The funding is used to provide a range of experiences for children to meet their needs. Some children need extra support and we use the Pupil Premium to ensure that we can provide support for this.

### Information:

Pupil Premium funding is allocated each year (beginning on 1<sup>st</sup> April). The funding is based on the number of children who are eligible in October and revised in January.

Children eligible for the Pupil Premium:

- Children eligible for Free School Meals at any time in the last 6 years. (Ever 6)
- Looked After Children (LAC)
- Reception children eligible for Free School Meals.

## What is the current allocation of Pupil Premium?

The current allocation of funding is broken down like this:

Overview of the school Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	184
Total number of pupils eligible for PPG (December 2017)	75
Amount of PPG received per FSM pupil	99,000
Amount of PPG received per LAC/Post LAC	9,500
Early Years Pupil Premium	2,314
<b>Total amount of PPG received</b>	<b>110,814</b>

## What are the barriers to achievement faced by eligible pupils at St Philip's?

The following barriers have been identified:

- Low levels of spoken language from early stages of development
- Lack of parent confidence in how to support their children at home
- Few opportunities to access quality resources for reading
- Fewer opportunities to experience a range of activities beyond school
- Lower than average attendance
- Health-related issues that impact on school attendance or requiring additional support and pastoral time
- Difficulties outside of school; e.g., bereavement, broken family structures, safeguarding/welfare concerns including involvement from Children's services

**What actions have been put in place to address barriers to achievement faced by eligible pupils at St Philip's? See also Pupil Premium Expenditure report.**

	<b>Barrier identified</b>	<b>Actions/Expenditure</b>	<b>Expected Impact</b>
<b>A</b>	Low levels of spoken language from early stages of development	Support given to staff and pupils in the EYS and Year 1 classes by SALT Buy-In Team. Speech Therapist provides additional training and support for staff. Parental workshops provide support for language development.	100% of pupils who do not attend Speech Therapy receive additional support. At least 65% of Reception children achieve Blank Level 3 by the end of the academic year. 75% of the speech therapist's targeted Year 1 group achieve Blank Level 3.
<b>B</b>	Lack of parent confidence in how to support their children at home	Parental workshops in place: <ul style="list-style-type: none"> <li>- EYs parents workshop on Speech and Language.</li> <li>- Update to school website to make information more accessible.</li> <li>- Additional parental workshops in place for KS1 support, Year 1 phonics, KS2 SAT.</li> <li>- Online safety workshops delivered to ensure parents are clear about how to support their children with suitable apps and websites.</li> </ul>	Parents are clear about how to work with their children. At least 65% of Reception children achieve Blank Level 3 by the end of the academic year. 90% of parents are clear about how to access support with online safety. At least 90% agree that they know how to support their child at home. The % of disadvantaged pupils achieving the expected standard at the end of KS1 increases: <ul style="list-style-type: none"> <li>- Reading – 77%</li> <li>- Writing – 67%</li> <li>- Maths – 78%</li> </ul>
<b>C</b>	Few opportunities to access quality resources for reading	Purchase of fresh reading resources for home reading. Provide parental workshops and activities for parents to promote reading. Provide access to useful websites and resources through the school website. Invite external agencies into school; e.g., Book Bus to provide access to cheaper resources. Reading is promoted by volunteers in school on a weekly basis. PiXL purchased, training completed, support in place for targeted pupils. Extra Tuition in place to support transition to high school and preparation for SATs. Target Tracker purchased to track progress of outcomes.	Reading outcomes for disadvantaged pupils improve: <ul style="list-style-type: none"> <li>- Disadvantaged pupils achieve in line with national at expected.</li> <li>- The % gap of pupils achieving high standard narrows to within 10% of national high standard.</li> <li>- The % achieving expected increases to 77% and greater depth to above national.</li> </ul>
<b>D</b>	Fewer opportunities to experience a range of activities beyond school	Increase the number of disadvantaged pupils attending residential trips to develop resilience and stamina for learning.	The % of pupils attending residential increases. Research identifies impact of residential on pupils' health and well-being which further impacts on academic outcomes.
<b>E</b>	Lower than average attendance	Parent Liaison Officer employed to analyse attendance.	Whole school target attendance of 96.6%. (national 96.1%)

		Targets set in line with local schools. Interventions in place to target specific children and their families. Rewards and initiatives in place to promote attendance for persistent absence and for identified times in the year. Target Tracker purchased to track attendance and progress of targeted children in interventions.	Disadvantaged pupils targeted to achieve in line with their peers but increase % to close the gap to national. % of pupils achieving gold, silver and bronze badges for termly attendance increases each term.
<b>F</b>	Health-related issues that impact on school attendance or requiring additional support and pastoral time	Increase activity to support learning; including through: <ul style="list-style-type: none"> <li>- Health Week activities (Freddy Fit, Morning Move It, Healthy Eating workshops etc)</li> <li>- Provide activities and workshops for children; e.g., First Aid etc.</li> <li>- After School Sports Clubs</li> </ul> Utilise the Pastoral Team to identify and signpost parents to health support; incl., School Nurses, CAMHS, EP involvement, use of other services such as VI team etc. Target Tracker purchased to track outcomes for targeted interventions. Purchase of CPOMS to monitor and support the work undertaken by the pastoral team.	% of pupils achieving expected outcomes from their starting points increases to closer to national. Continue to raise attainment of disadvantaged pupils to within the top 40% in R and M. Improve progress of disadvantaged pupils in M at the end of KS2 to 0.0. Greater % of pupils are able to access targeted and relevant support for identified need.
<b>G</b>	Difficulties outside of school; e.g., bereavement, broken family structures, safeguarding/welfare concerns including involvement from Children's services	Employment of key staff: <ul style="list-style-type: none"> <li>- Learning Mentor</li> <li>- Parent Liaison Officer</li> <li>- SENCO</li> </ul> Employing services of outside agencies: <ul style="list-style-type: none"> <li>- Educational Psychology</li> <li>- ACE (Autism) Team</li> <li>- EMTAS</li> <li>- Art Therapy providers</li> <li>- PIT team</li> </ul> Pastoral Team training includes Mental Health. Target Tracker purchased to track outcomes for targeted interventions. Purchase of CPOMS to monitor and support the work undertaken by the pastoral team.	% of pupils achieving expected outcomes from their starting points increases to closer to national. Continue to raise attainment of disadvantaged pupils to within the top 40% in R and M. Improve progress of disadvantaged pupils in M at the end of KS2 to 0.0. Greater % of pupils are able to access targeted and relevant support for identified need.

**Below highlights further detail on how the funding will be allocated to address the identified barrier:**

The impact of the funding on the barriers will be reviewed in December in line with the Pupil Premium strategy.

Report of PPG planned spending by item/project 2017/2018				
Item/project	Cost	Objective	Barrier	Impact
Learning Mentor	£35701	<ul style="list-style-type: none"> <li>To support targeted children for additional nurture and support</li> <li>To work closely with families to support children's learning</li> <li>To deliver SEAL programmes of study</li> </ul>	<b>F</b> <b>G</b>	Support for children to access school and the curriculum is a vital role in school. Children are supported at key points in the day and through 1 to 1 sessions to ensure children can access the demands

		<ul style="list-style-type: none"> <li>To support children in class as needed</li> </ul>		of the curriculum or the expectations in the classroom. Strategies are set
Family Liaison Officer	£23257	<ul style="list-style-type: none"> <li>To ensure all children attend school every day and on time</li> <li>To promote good attendance so that children are learning through targeted interventions with key children</li> <li>To deliver nurture group/counselling sessions</li> <li>To deliver P4C to all pupils</li> </ul>	<b>E F G</b>	The overall attendance for 2017-2018 was 95.9%. This was an increase on previous years. Initiatives such as the gold, silver and bronze badges, regular information to parents through the website and weekly assemblies supported these initiatives. Targeted interventions with key groups of children had an impact on individual pupil attendance. Persistent absence will be a priority for next year.
1 to 1 Tuition	£1800	<ul style="list-style-type: none"> <li>To deliver focused additional tuition to PP outside of the school day</li> </ul>	<b>B C</b>	Children received additional tuition in a number of ways, including Year 6 pupils. 1 child who was targeted in Year 6 achieved the expected standard across all subjects following 1 to 1 support. There was an increase in the % of children achieving greater depth/high standard at the end of Key Stage 2 (see performance tables)
TA2	£15999	<ul style="list-style-type: none"> <li>To provide additional support across school for PP children .Wave 2 interventions mapped and allocated half termly</li> </ul>	<b>B C G</b>	PP children gap is narrowing, however outcomes in writing for all pupils remain low across school. This will be a priority for next year.
Extra Tuition for looked after children	£9000	<ul style="list-style-type: none"> <li>To deliver focused additional tuition to looked after children and post looked after children outside the school day.</li> </ul>	<b>C G</b>	Extra tuition for LAC and PLAC was in place for 5 children. Children made progress both academically and emotionally. Reading outcomes improved following daily input, brokered support from external agencies supported key children.
Staff training	£8000	<ul style="list-style-type: none"> <li>Training for key interventions; including PiXL</li> <li>Training to deliver IT programmes</li> </ul>	<b>C G</b>	55% of the Y6 cohort of disadvantaged pupils scored 100+ in R, GPS and Maths with 9% achieving 110+ in Reading and 18% in GPS. Additional booster sessions using the PiXL programme supported these children. Staff delivered effective interventions, therapies and support packages to promote outcomes using the PiXL package.
Early Years PPG	£1813	<ul style="list-style-type: none"> <li>To get parents more involved with their child's education.</li> <li>To purchase parent packs to include educational materials for at home learning.</li> </ul>	<b>A B</b>	Nursery Speech and Language workshops were well attended and over 90% of Nursery parents attended at least 1 of the 4 sessions. Sessions were supported by the Speech Therapist and Nursery staff. Support packs and games were sent home.
Week long Yr6 Lledr Hall Residential trip	£2000	<ul style="list-style-type: none"> <li>To subsidize residential experience so all children have the opportunity to attend</li> </ul>	<b>D</b>	All residential trips were full. All children in receipt of PP attended the Y6 residential.
3 day, Y4/5 Activity Centre Residential - Robinwood	£2000	<ul style="list-style-type: none"> <li>To subsidize residential experience so all children have the opportunity to attend</li> </ul>	<b>D</b>	This trip was full and children in receipt of PP were able to attend the residential.
ICT and curriculum Resources	£10000	<ul style="list-style-type: none"> <li>To provide access to up-to-date IT resources to deliver the curriculum.</li> <li>To provide IT workshops for children</li> <li>To support children to access activities at home</li> </ul>	<b>B C D F</b>	IT resources were purchased to promote effective teaching and learning. All computer systems were updated to support children in using IT across the curriculum.
PiXL programme	£2500	<ul style="list-style-type: none"> <li>To provide targeted intervention for children at risk of reaching the required standard</li> <li>To support staff training to deliver improved outcomes for key marginal children</li> </ul>	<b>C F G</b>	PiXL associate and the Raising Standards Team worked closely to ensure outcomes improve. Staff attended relevant training and conferences to ensure up-to-date knowledge of staff was then used to target pupil outcomes.

		<ul style="list-style-type: none"> <li>To track progress and be accountable for the outcomes of PP children</li> </ul>		Improvements for the key marginal children were tracked and improvements seen.
Target Tracker	£800	<ul style="list-style-type: none"> <li>To track the progress of children in receipt of PP, PP+ and EYFSPP</li> </ul>	<b>C E F G</b>	Teaching and Learning Reviews with staff focused on groups of pupils and their attainment. Pupil Premium children were tracked. EYSPS impacted on GLD with 75% of the PP cohort achieving the GLD. Outcomes for disadvantaged pupils at Key Stage 1 were tracked to show an increase in outcomes: 67% in Reading, 56% in Writing and 78% in Maths.
Total PPG received		110,814		
Total PPG planned expenditure		112, 870		

## Expenditure and Impact of Pupil Premium last year:

See the impact report that can be downloaded. ([Pupil Premium Impact 16/17](#))

## Impact on outcomes: 2017/18

	All Pupils	Pupil Premium	Not Pupil Premium
<b>Reception GLD</b> (Good Level of Development)	59%	80%	54%
<b>Y1 Phonics</b>	79%	71%	82%
<b>Y2 Phonics</b>	84%	100%	75%
<b>Y2 Reading</b>	62%	67%	59%
<b>Y2 Writing</b>	58%	56%	59%
<b>Y2 Maths</b>	73%	78%	71%
<b>Y6 Reading</b>	61%	55%	71%
<b>Y6 Writing</b>	44%	27%	71%
<b>Y6 GPS</b>	61%	55%	71%
<b>Y6 Maths</b>	61%	55%	71%
<b>Y6 Combined</b> (Reading, Writing and Maths)	44%	27%	71%

In Key Stage 1 and Early Years, disadvantaged pupils achieve in line or better across most subjects with the exception of phonics in Year 1. Targeted work and support for this group is planned. Key Stage 2 attainment is significantly lower for disadvantaged pupils and this will remain a focus for school leaders next year.

A further whole school focus will be on improving outcomes and progress in writing. Focus on curriculum design and staff training to support pupils as writers will be planned.

## Planned spending:

The impact and of the work we carry out this year will be reviewed in **December 2018**. Following the publication of validated data.