



## 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	186
Total number of pupils eligible for PPG (October Census 2018 )	64
Amount of PPG received per FSM pupil	84,480
Amount of PPG received per LAC/Post LAC	6,900
Early Years Pupil Premium	1,812
Total amount of PPG received	93,192

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

The following barriers have been identified:

- A. Low levels of spoken language from early stages of development
- B. Lack of parent confidence in how to support their children at home
- C. Few opportunities to access quality resources for reading
- D. Fewer opportunities to experience a range of activities beyond school
- E. Lower than average attendance
- F. Health-related issues that impact on school attendance or requiring additional support and pastoral time
- G. 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.**

Barrier identified	Actions/Expenditure	Expected Impact
<b>A</b>	<p>Low levels of spoken language from early stages of development</p>	<p>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.</p> <p>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.</p>
<b>B</b>	<p>Lack of parent confidence in how to support their children at home</p>	<p>Parental workshops in place:</p> <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> <p>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:</p> <ul style="list-style-type: none"> <li>- Reading – 77%</li> <li>- Writing – 67%</li> <li>- Maths – 78%</li> </ul>
<b>C</b>	<p>Few opportunities to access quality resources for reading</p>	<p>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 Roadshow (Wood Street Mission) promotes access to resources for all children and their families 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. Events and initiatives are established to promote reading for pleasure and children earn rewards and prizes for regular reading; e.g., Bookworm badges, reading books etc.</p> <p>Reading outcomes for disadvantaged pupils improve:</p> <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> <p>A greater % of pupils earn book work badges for reading regularly Parents attend Reading Roadshow and are given access to a range of books with their children.</p>

<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. Introduce Holiday club for children to access – staffed by volunteers, school staff and Citywide	The % of pupils attending residential increases. Research identifies impact of residential on pupils' health and well-being which further impacts on academic outcomes. Children access the holiday club.
<b>E</b>	Lower than average attendance	Parent Liaison Officer employed to analyse attendance. 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.	Whole school target attendance of 96.6%. (national 96.1%) 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. Persistent absence decreases.
<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 information and research from attendance at conferences to find opportunities to promote activity throughout the school day: <ul style="list-style-type: none"> <li>- Purchase equipment for playground to be used before school</li> <li>- Regular brain breaks and activities</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. Inactivity is tackled throughout the school day by all staff.
<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.	% 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.

	<p>Training undertaken by all staff to promote Emotionally Friendly Schools and a curriculum developed to meet needs.</p> <p>Use of Alternative Provision (as required) is established to support key children.</p> <p>Target Tracker purchased to track outcomes for targeted interventions.</p> <p>Purchase of CPOMS to monitor and support the work undertaken by the pastoral team.</p>	<p>Alternative Provision provides targeted support for key children. Behaviour improves.</p>
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**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 2018/2019				
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 work with parents</li> <li>To deliver SEAL programmes of study</li> <li>To support children in class as needed</li> <li>To encourage pupil voice</li> </ul>	<b>F</b> <b>G</b>	1to1 sessions continue to impact on key pupils. Support is in place that is both reactive and proactive. Children are targeted for support over the short or long-term according to needs. (See the outcomes at the bottom of this report) Continued work with children on coping strategies are also a feature of this work. Delivery of PSHE and SEAL supports the whole school.
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 challenge and support families when needed</li> <li>To deliver nurture group/counselling sessions</li> <li>To deliver P4C to all pupils</li> </ul>	<b>E</b> <b>F</b> <b>G</b>	Current attendance for the year is 96%. This is an increase on the previous year. The FLO completes a first day response for absentees, challenges holiday absences and completes additional work with specific families. Weekly and termly initiatives continue to be a feature. (See outcomes at the bottom of this report) The FLO has also attended Mental Health First Aid Training to support vulnerable pupils and has provided training to all staff in staff meetings.
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</b> <b>C</b>	1to1 tuition, particularly for Year 6, has impacted on outcomes which at the start of this year were 30% combined and which have increased to 41% (47% for Pupil Premium Pupils) . This has improved and outcomes across the year have improved from these starting points.
Extra Tuition for looked after children	£2000	<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> <li>To provide support.</li> </ul>	<b>C</b> <b>G</b>	Transforming Lives for Good mentors have been in place since January and are supporting pupils with specific needs. Extra Tuition for LAC children has also included access to Art Therapy for a child.
TA2 Part Time support in class	£8000	<ul style="list-style-type: none"> <li>In class support</li> <li>Interventions delivered to support wellbeing</li> <li>Targeted IEP work</li> <li>Additional resources to meet need</li> </ul>	<b>B</b> <b>F</b> <b>G</b>	All TAs undertake specific interventions for targeted pupils. In one class, the use of Friendship Formula, LEGO therapy and regular TLG input has allowed for children to make progress and access the curriculum at their level. Specific targeted interventions for writing have shown progress over time particularly with more accuracy in written work. Emotional support and wellbeing through the consistency of staffing has supported these pupils to make good progress.
Staff training	£6000	<ul style="list-style-type: none"> <li>Training for key interventions; including</li> </ul>	<b>C</b>	All staff are making use of the PiXL

		<p>PiXL</p> <ul style="list-style-type: none"> <li>• Training for Emotionally Friendly Schools</li> <li>• Early Years Provision training for all staff</li> <li>• Training to deliver IT programmes</li> </ul>	<b>G</b>	<p>programme and outcomes at the end of each year group are improving for each subject. 50% of the staff have attended at least one PiXL conference and the Year 2, Year 5 and Year 6 teachers have worked with the PiXL associate to ensure they have a clear understanding of the resources available to them to target key pupils or gaps in learning.</p> <p>The Emotionally Friendly Schools training has encouraged staff to consider the emotional wellbeing of pupils and resources have been purchased to support children to enable them to access learning.</p> <p>EYs outcomes have improved from 59% to 65% following specific training and further training has highlighted next steps to improve interaction in the outdoor provision. WellComm data and Blank Level Data shows that the cohorts in Nursery and Reception are meeting expectations.</p> <p>The use of IT has improved significantly following the purchase of updated resources and having CPD sessions to support this. Children regularly use IT resources to access the curriculum. (See additional documentation: July HT report, QA visit report by SIP etc.)</p>
Early Years PPG	£1423	<ul style="list-style-type: none"> <li>• To get parents more involved with their child's education.</li> <li>• To carry out assessments of children using Wellcomm</li> <li>• To provide additional support to deliver SALT programmes and purchase resources</li> </ul>	<b>A</b> <b>B</b>	<p>WellComm data has now improved from: 15% to 46% in Nursery at the end of Spring and from 44% to 81% meeting expectations in BPVS.</p> <p>In Reception, the Blank Level outcomes following TALC intervention are as follows: Blank L1 – from 75% to 100% Blank L2 – from 25% to 65% Blank L3 – from 0% to 30% Blank L4 – from 0% to 5%</p>
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> <li>• Transport is paid for to ensure children are able to attend the residential</li> </ul>	<b>D</b>	All children who could access support for this trip were able to attend.
3 day, Y4/5 Activity Centre Residential – Cumbria	£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 children who could access support for this trip were able to attend.
Alternative Provision for vulnerable pupils	£1500	<ul style="list-style-type: none"> <li>• To provide access to other provision as required; e.g., Art Therapy, CSIN, etc</li> <li>• To encourage positive behaviours</li> <li>• To support children experiencing difficulties</li> </ul>	<b>G</b>	<p>Art Therapy continues to have an impact on outcomes for key children. For example, making expected progress in Reading and Maths, and Spoken language is now at age-related expectations.</p> <p>Children accessing Art Therapy are more settled in school and are able to access interventions and whole class sessions more effectively. Children accessing therapy have fewer incidents of red-level behaviours as a result.</p>
ICT and curriculum Resources	£7000	<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> <li>• To purchase resources that are relevant to the children's learning and meet the curriculum outcomes.</li> </ul>	<b>B</b> <b>C</b> <b>D</b> <b>F</b>	<p>A class set of ChromeBooks has been purchased to ensure that classes have regular access to IT provision. Children are now able to complete the Computing element of the IT curriculum with access to coding activities online and up-to-date resources to support the Barefoot Computing curriculum.</p> <p>Children and families now have access to apps to support vocabulary and times tables which can be accessed through the updated resources.</p>

				Whole classes can now access the EAware programme on up-to date machines to tackle Online Safety and improve skills of digital safeguarding for themselves and others. This will be embedded in the Autumn Term.
PiXL programme	£3500	<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> <li>To track progress and be accountable for the outcomes of PP children</li> <li>To utilise available resources to meet the needs of pupils (now including KS1)</li> </ul>	<b>C F G</b>	PiXL is now utilised from Year 1 through to Year 6. All children have access to the Vocabulary and Times Tables Apps. (The trial of the Multiplication Check highlighted that our school is in the top 50% of schools with an average 18.8) The impact of this will continue to be monitored and reviewed each year. Outcomes for PP children at the end of KS2 can be seen in the table at the bottom of this report. The impact on KS1 PP now needs to be monitored to review the impact as PiXL has only been in place for one year. (KS2 has been in place for 2 years).
Target Tracker	£800	<ul style="list-style-type: none"> <li>To track the progress of children in receipt of PP, PP+ and EYFSP</li> </ul>	<b>C E F G</b>	Target Tracker has effectively tracked PP children and has provided staff with timely information about the progress of the PP groups. All data is stored to ensure that comparative data sets can be generated to review the impact of Pupil Premium Spend.
Total PPG received		93,192		
Total PPG planned expenditure		93,981		

### Expenditure and Impact of Pupil Premium last year:

See the impact report that can be downloaded. ([Pupil Premium Impact 17/18](#))

### Impact on outcomes: 2018/19

	All Pupils	Pupil Premium	Not Pupil Premium
<b>Reception GLD</b> (Good Level of Development)	65%	25%	92%
<b>Y1 Phonics</b>	56%	60%	55%
<b>Y2 Phonics</b>	70%	67%	71%
<b>Y2 Reading</b>	52%	33%	64%
<b>Y2 Writing</b>	52%	33%	64%
<b>Y2 Maths</b>	57%	33%	71%
<b>Y6 Reading (unvalidated)</b>	50%	53%	40%
<b>Y6 Writing (unvalidated)</b>	68%	65%	40%
<b>Y6 GPS (unvalidated)</b>	55%	53%	60%
<b>Y6 Maths (unvalidated)</b>	50%	59%	20%
<b>Y6 Combined (unvalidated)</b> (Reading, Writing and Maths)	41%	47%	20%

Children in receipt of the Pupil Premium achieved better than their peers in Key Stage 2 in Reading and Maths and broadly in line with their peers in GPS and Writing.

The gap is wider in Key Stage 1 and Early Years but this is due to the small cohort of pupils in these year groups and children with identified SEN. Further focus on disadvantaged pupils at the end of EYs and Key Stage 1 is needed to ensure that barriers are addressed and children are supported to diminish the difference.

The use of PiXL across the whole school, as an early intervention to targets gaps in knowledge and address key issues using pupils' starting points, is having an impact on whole school attainment. The use of the assessment resources is ensuring that gaps in understanding are being addressed. This will continue through into next year's strategy as the training and access to resources has now been rolled out to all staff in all year groups. The PiXL assessment cycle will form the system and routine of assessment across the whole school next year and the use of the QLA and PLC resources will be rolled out to all staff to focus whole class teaching and targeted interventions.

The PiXL apps for vocabulary and Times Tables have also been rolled out – with careful timetabling of resources, all children are receiving targeted time to address these key skills which have been identified as a barrier to progress in English and Maths. A further significant barrier to children making progress, is availability of resources and support from home. These apps can be accessed at home and staff have been on hand at the beginning and end of days to provide advice and passwords to parents/carers over the Summer term.

### **Planned spending:**

The review of impact and of the work we have carried out this year has started as can be seen in the table above and unvalidated data has been included in this report in the section above.

Following the publication of the validated data, this report will be updated in **January 2020**.